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ABSTRACT

This report presents the findings of a study to evaluate the appropriateness of 63 alternative educational and vocational programs for high-risk adolescents in New York City, specifically youthful offenders and persons in need of supervision in the facilities of the New York State Division for Youth (DFY). The programs were established to provide remedial instruction in basic skills, preparation for work, and some supportive services. Some of the programs were set up by the New York City Board of Education, while others were run by community-based groups. Each program was evaluated for: 1) flexibility of admission criteria; 2) appropriateness of program characteristics; 3) suitability of program content; and 5) provision of support services. Evaluation found that: 1) since many of the programs serve the needs of young people other than DFY youth, there was a lack of suitable placements in the programs for DFY youth; 2) lack of counseling and other supportive services may hamper the educational progress of DFY youth; and 3) programs seldom involved young people and their families in decision making. Several programs, despite substantial limitations, were found to have met many needs of the target population. It was recommended that more alternative educational programs be established for high-risk adolescents, especially DFY youth. (Author/MJL)

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EDUCATIONAL SERVICES FOR AT RISK ADOLESCENTS:

A PROGRAM EVALUATION REPORT

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Preface

Advocates for Children (AFC), established in 1970, is a children's rights project in New York City whose activities have focused on securing education and youth services for those school-aged constituents excluded from schooling because of alleged adjustment problems, language barriers, handicapping conditions, sex, and race discrimination.

The organization was started by a group of parent and citizen activists in early 1970 on the heels of a major landmark court decision (Goss v. Lopez), which assured children basic constitutional guarantees in their school communities, including due process safeguards and the exercise of free speech within the boundaries set for adults. A network of advocates trained in education law and paralegal and social work skills, founders believed, could assure nonprejudicial and responsive conduct by education officials and greater leverage for often uninformed and powerless consumers.

In the last eleven years, AFC has represented over 10,000 individual families and students; trained community, parent, and youth groups to establish local self-help advocacy networks; organized consumer coalitions to secure creative alternatives to school exclusionary practices, and expanded and improved services to children neglected by traditional schooling; established a demonstration, community-based alternative school for handicapped children; developed an advocacy project which reaches out to children of blue collar families whose educational and child care needs go unattended; documented, published, and publicly exposed the dropout and truancy problem in New York City public schools; undertook a major study on sex discrimination in the public schools, especially in the area of vocational education;

sponsored a youth leadership training and employment program, developed a litigation unit whose staff has figured prominently in several successful lawsuits whose outcomes have helped dramatically to reshape the delivery of special education services in New York City and redress exclusionary policies and practices in the public school system.

This report contains the results of a study to evaluate the appropriateness of educational and vocational programs in New York City for "at risk" adolescents, specifically clients of the New York State Division for Youth (see Appendix I). The study evolved out of an advocacy program, administered by Advocates for Children, which served young people re-entering the community from the New York State Division for Youth facilities, and was funded by the Criminal Justice Coordinating Council. The advocates in this project (Project ASSET - Advocacy Services, Self-Help, Education and Training) immediately found that very little information existed on the appropriateness of the large number of alternative educational programs run by community-based groups and the Board of Education.

From January 1980 to June 1981, the staff of Advocates for Children of New York, Inc., with the assistance of Bank Street College of Education, visited and evaluated 63 programs. The programs were evaluated in four areas: the flexibility of their admissions criteria; the appropriateness of their program characteristics for the target population; the suitability of the program content for basic skills remediation; and the provision of support services for dealing with problems which reduce the possibility of educational progress.

The visits and evaluations revealed that a significant problem exists in placing DFY population or youth with similar needs in appropriate

educational settings. All programs visited had significant weaknesses in one of the major categories (Admissions Criteria, Program Characteristics, Program Content, and Supportive Services). Nevertheless, programs do exist in New York City which significantly meet the needs of our target population and provide services which are worthy of further study and replication. It is also very clear that a critical shortage of places in alternative programs exists in New York City, and new programs are urgently needed. Youth agencies must focus policy planning and program development on the educational needs of adolescents "at risk" in order to assure the quality of their educational programs. Action is urgently needed.

Introduction

During the 1970s, school administrators endeavored to respond to signs that institutions for educating adolescents were not meeting the needs of many young people. A number of national commissions produced reports which suggested ways in which schools might deal with some of the problems confronting adolescents (Martin, 1973; Brown, 1973; Coleman, 1974). One of the most frequently mentioned strategies was the establishment of smaller or alternative programs outside the traditional high school. In the 1973 report of the National Commission on the Reform of Secondary Education, it was suggested that

> Each district should provide a broad range of alternative schools and programs so that every student will have a meaningful educational option open to them. (Brown, 1973)

New York joined other cities in recognizing the need to expand the educational options available for adolescents. This effort started with the street academies which emerged in the 1960s. In the early 1970s, the New York City Board of Education acknowledged the need for increased options by establishing a number of alternative high schools. (At present, 11 public alternative high schools exist in the five boroughs.) Growing concern over the increase in the number of young people dropping out of high school and junior high school led to the establishment of additional educational programs for youth (Auxiliary Services in the late 1960s, and the Dropout Outreach Centers in the late 1970s). This increase in educational options for adolescents in the public sector has been accompanied in recent years by an expansion of the role of community-based groups and other non-profit institutions. The major questions which emerge from the growth in alternative programs is: How well are they meeting the needs of the young

people they have been established to serve? How effectively are Board of Education and non-Board of Education alternative programs meeting the needs of high school and junior high school aged high risk youth, particularly youthful offenders and PINS (Persons in Need of Supervision) placed in New York State Division for Youth facilities?

Background

In 1979, Advocates for Children of New York developed a program for high school and junior high school aged youthful offenders and PINS re-entering New York City communities from New York State Division for Youth (DFY) facilities. The program was entitled Project ASSET (Advocacy Services, Self-Help, Education, and Training). Teams of adult and youth advocates assisted youth service team workers located in ten centers in the five boroughs in addressing the educational needs of individual DFY clients, and trained them to become skilled educational advocates.

As advocates worked directly with the youth and DFY workers, they were able to assess the individual client's educational needs, and developed an overall picture of the "typical DFY youth" - a Black/Hispanic male between 14 and 18 years of age from a low-income family who seemed likely to have some or all of the following characteristics:

1. History of poor educational experiences. Failure to be promoted to the next grade or have dropped out entirely.
2. Reading/math scores two or more years below grade level.[1]
3. Handicapping conditions as a result of poor school attendance and contributing school problems.

The combination of these characteristics results in the majority of youth rejecting re-entry into traditional school settings. It has been

widely agreed by youth workers that alternative schools which provide remediation in basic skills, incentives to continue in school, and connections to the work world are the most appropriate settings for our target "at risk" youth population.

The recognition that alternative programs provide a more appropriate setting for DFY youth resulted in a need to identify alternative programs in the five boroughs which provided the best placement for each youth. However, after a brief investigation by Project ASSET staff, it became clear that no central clearinghouse or directory existed which identified appropriate programs. The lack of information led to this study.

Program Selection

This report presents and discusses the results of site visits to 63 programs (71 sites) in New York City which were identified by contacting the New York City Board of Education, the Division for Youth, the New York City Youth Board, and the Office of the Mayor. These sources produced a wide range of programs, many of which were clearly unsuitable for our target population. In order to screen programs for site visits, we used the following guidelines:

(1) Programs needed to provide basic skills remediation, along with some preparation for work upon termination and some supportive services.

(2) Generally, site visits were limited to programs with a student population of 500 or less. Advocates for Children staff who have been involved with non-achieving students have found that they are more likely to be successful in smaller programs, which tend to have smaller class sizes (20 students or less) and result in more individualized attention from the teacher. In

addition, a student in a small program seems less likely to feel isolated, ignored or to consider him/herself unimportant. In general, exceptions were made when large schools had clear subdivisions so that learning conditions were similar to the smaller settings (e., mini-schools within high schools).

Program Evaluation

The site visits made for evaluation purposes were conducted in two phases between January 1980 and June 1981.

1. Initially, programs which had been identified as possible settings for our targeted youth were visited by an Advocates for Children staff member. At each site, the head of the program was interviewed by the staff member. This procedure was formalized midway through the project by using a structured questionnaire (which is included in Appendix III). A youth advocate on the Project ASSET staff accompanied the staff member to interview at least one member of the student body. Each program was evaluated in four areas:

a. the flexibility of its admissions criteria;

b. the appropriateness of its program characteristics;

c. the suitability of the program content for basic skill development;

d. the provision of support services for dealing with problems which reduce the possibility of educational progress.

In conducting the evaluation, 21 program elements were chosen which corresponded to the effectiveness of the program in meeting the educational and support needs of "high risk" youth. A description of each program element can be found in Appendix II.

2. In February 1981, Bank Street College of Education became involved in the study. The same procedure was followed in this phase of the study with a Bank Street College staff member making site visits with a youth advocate.

Sixty-three programs in New York City were visited.[2] Chart A presents a program index using the 21 program elements. It was not expected that we would find all services in each area analyzed; some programs are more specialized than others (e.g., job-training programs have a less comprehensive approach to education than an alternative high school). Nevertheless, the most appropriate placements for our target population are those which include the largest number of components as measured by the 21 program elements.

Additional information on each program (name, address, phone number, admissions criteria, funding source, and a brief description) is listed in Appendix IV by borough.

Chart A

Index of Programs Visited
and Services Offered

(see Appendix I for complete explanation
of all program elements)

KEY

I. Admissions Criteria:

1. No reading, math, or grade level requirements
2. No geographic requirements
3. Diagnostic testing (on intake to assess skill level)

II. Program Characteristics:

4. Population size
5. No waiting list
6. Flexible program hours
7. Flexible non-traditional cycle
8. J.H.S. or H.S. diploma
9. Location other than traditional school setting

III. Program Content:

10. Remediation
11. Vocational training
12. Individual educational prescription
13. Recreational program
14. Student involvement
15. Family involvement
16. Job placement

IV. Supportive Services:

17. Day care
18. Psychological counseling
19. Drug and alcohol counseling
20. Career counseling
21. Attendance program

• Indicates the program has the element listed.

	New York City Board of Education	Junior High Schools								Mini Schools		
		1. Beta School	2. The Dome Project	3. The Prep	4. Alternative Learning Space	5. Ed. Prevention & Referral Program	6. Community Involvement Program (P)	7. Project Turnabout (P)		8. James Monroe H.S. Learning Center	9. James Monroe Prep
I. Admissions Criteria:											
1. No reading, math, grade level requirements		•	•	•	•	•	•	•			•
2. No geographic restrictions											
3. Diagnostic testing				•	•						•
II. Program Characteristics:											
4. Population size		100	20	70	54	70	75	1000		100	400
5. No waiting list		•			•	•	•	•			
6. Flexible program hours								•		•	
7. Flexible cycle											
8. J.H.S. or H.S. diploma			•								
9. Non-traditional location											
III. Program Content											
10. Remediation		•	•	•	•	•	•	•		•	•
11. Vocational training				•							•
12. I.E.P.		•	•	•	•	•				•	•
13. Recreational program				•	•			•		•	•
14. Student involvement						•	•			•	
15. Family involvement		•	•		•	•	•				
16. Job placement											•
IV. Supportive Services											
17. Day care											
18. Psychological counseling		•	•	•	•	•	•			•	•
19. Drug and alcohol counseling					•		•	•			
20. Career counseling				•						•	
21. Attendance program		•		•	•		•	•			•

	New York City Board of Education	Mini Schools, cont.	10. De Witt Clinton	11. Curtis H.S. Skills Center (P)	12. Wingate H.S.--Alpha Program	13. Wingate Prep	14. Boys & Girls St. Academy	15. The Academy	16. SPARKS Prog.--Andrew Jackson (P)	Alternative High Schools	17. Middle College H.S.	18. Lower East Side Prep
I. Admissions Criteria:												
1. No reading, math, grade level requirements			•	•				•	•			•
2. No geographic restrictions												•
3. Diagnostic testing		•		•								•
II. Program Characteristics:												
4. Population size		400		350	340	150	312	75	70		426	500
5. No waiting list		•		•	•		•				•	•
6. Flexible program hours				•								
7. Flexible cycle								•				
8. J.H.S. or H.S. diploma		•				•		•			•	•
9. Non-traditional location						•					•	•
III. Program Content												
10. Remediation		•	•	•	•	•	•	•	•		•	•
11. Vocational training		•	•		•						•	
12. I.E.P.		•	•	•				•	•		•	•
13. Recreational program		•						•				
14. Student involvement								•				•
15. Family involvement					•		•					•
16. Job placement		•			•							•
IV. Supportive Services												
17. Day care												
18. Psychological counseling		•	•	•	•	•	•	•	•		•	•
19. Drug and alcohol counseling											•	
20. Career counseling					•	•	•	•			•	•
21. Attendance program		•			•			•				•

	New York City Board of Education																										
	Alternative High Schools, cont.																										
	19. City-as-School																										
	20. West Side High School																										
	21. High School Redirection																										
	22. Bronx Regional High School																										
	23. Satellite Academy (4 sites)																										
	24. Pacific High School																										
	Special Education High School																										
	25. Sterling High School																										
	26. Hillcrest High School																										
	27. Project Contact																										
I. Admissions Criteria:																											
1. No reading, math, grade level requirements		•		•	•			•			•			•			•			•			•			
2. No geographic restrictions				•	•			•			•			•						•			•			
3. Diagnostic testing				•				•			•									•			•			
II. Program Characteristics:																											
4. Population size		300		285				500			300			700			450			250			109			45
5. No waiting list				•							•			•						•			•			•
6. Flexible program hours																											
7. Flexible cycle		•		•				•			•			•												•
8. J.H.S. or H.S. diploma		•		•				•			•			•			•			•			•			
9. Non-traditional location		•															•									•
III. Program Content																											
10. Remediation		•		•				•			•			•			•			•			•			•
11. Vocational training		•		•							•			•			•			•			•			
12. I.E.P.		•		•							•			•			•			•			•			•
13. Recreational program				•							•			•			•			•			•			
14. Student involvement				•				•						•			•									
15. Family involvement																	•									
16. Job placement				•				•			•			•			•			•			•			
IV. Supportive Services																											
17. Day care								•																			
18. Psychological counseling				•							•			•			•			•			•			•
19. Drug and alcohol counseling																											•
20. Career counseling		•						•																			•
21. Attendance program				•							•			•			•									

	New York City Board of Education																				
	Auxiliary Services									Work-Related Programs					Support Services				
	28. Court Street		29. Clemente Center		30. Beach Channel High School		31. Jamaica Learning Center		32. Project Outreach (6 sites)		33. Bronx Ctr./Career & Occup. Serv.(P)		34. Youth Employment & Training Prog. (P)		35. Cities-in- Schools (P)					
I. Admissions Criteria:																					
1. No reading, math, grade level requirements	•		•		•		•		•		•		•		•						
2. No geographic restrictions	•		•		•		•		•		•		•								
3. Diagnostic testing	•		•		•		•		•		•		•		•						
II. Program Characteristics:																					
4. Population size	350		300		150		500		200		1000+		--		190						
5. No waiting list					•				•		•										
6. Flexible program hours	•				•		•		•						•						
7. Flexible cycle	•		•		•		•		•												
8. J.H.S. or H.S. diploma									•												
9. Non-traditional location	•		•								•										
III. Program Content																					
10. Remediation	•		•		•		•		•				•		•						
11. Vocational training	•																				
12. I.E.P.	•		•		•		•		•												
13. Recreational program									•						•						
14. Student involvement									•				•		•						
15. Family involvement															•						
16. Job placement									•				•								
IV. Supportive Services																					
17. Day care									•												
18. Psychological counseling	•		•		•								•		•						
19. Drug and alcohol counseling																					
20. Career counseling					•		•		•		•		•								
21. Attendance program	•		•		•										•						

	Non-Board of Education Programs	Alternative High Schools			Other Educational Programs		Work Related					
		1. South Brooklyn Community H.S.	2. Boys Harbor Arts Academy	3. Canarsie AWARE	4. Adult Basic Skills		5. West Bronx Jewish Center	6. Career Intern Program (OIC)	7. SUNY Educational Opportunities Ctr.	8. Bank Street Basic Skills Academy	9. College Adapter	
I. Admissions Criteria:												
1. No reading, math. grade level requirements				•								
2. No geographic restrictions		•	•	•	•		•		•	•	•	
3. Diagnostic testing		•	•	•	•		•		•	•	•	
II. Program Characteristics:												
4. Population size		60	55	67	300		60	50	5000+	60	172	
5. No waiting list		•	•	•	•			•	•	•	•	
6. Flexible program hours					•				•	•		
7. Flexible cycle					•				•	•	•	
8. J.H.S. or H.S. diploma		•	•					•	•			
9. Non-traditional location		•	•	•	•		•	•	•		•	
III. Program Content												
10. Remediation		•	•	•	•			•	•	•	•	
11. Vocational training			•				•	•	•		•	
12. I.E.P.		•	•					•	•	•		
13. Recreational program		•	•									
14. Student involvement												
15. Family involvement				•								
16. Job placement		•	•				•	•	•	•	•	
IV. Supportive Services												
17. Day care												
18. Psychological counseling		•	•	•			•		•	•	•	
19. Drug and alcohol counseling												
20. Career counseling		•	•	•	•		•	•	•	•	•	
21. Attendance program		•	•							•	•	

	Non-Board of Education Programs																		
	Work Related, cont.	10. North Bronx Family Center	11. Vocational Foundation, Inc	12. Council for Airport Opportunity	13. Project REAL	14. OIC--Youth Conservation Program	15. TAP Center	16. Community Alliance for Youth	17. Mutual Aid Project	18. Arawak	19. Wildcat Corp.
I. Admissions Criteria:											
1. No reading, math, grade level requirements											•
2. No geographic restrictions			•	•	•	•	•	•		•	
3. Diagnostic testing											
II. Program Characteristics:											
4. Population size		250	1000	175	150	100	1000+	300	40	50	400
5. No waiting list				•	•	•					•
6. Flexible program hours		•		•	•		•	•			•
7. Flexible cycle		•	•	•	•	•	•	•			•
8. J.H.S. or H.S. diploma				•							
9. Non-traditional location		•	•	•	•	•	•	•	•	•	•
III. Program Content											
10. Remediation		•	•		•			•			
11. Vocational training		•	•	•		•	•		•	•	
12. I.E.P.				•	•						
13. Recreational program		•						•			
14. Student involvement		•						•			
15. Family involvement		•						•			
16. Job placement		•	•	•	•	•	•	•	•		
IV. Supportive Services											
17. Day care											
18. Psychological counseling		•		•	•		•				
19. Drug and alcohol counseling		•	•				•	•			
20. Career counseling		•	•	•	•		•	•	•	•	
21. Attendance program			•		•			•	•	•	

	Non-Board of Education Programs								
	Other Support Services	20. Prevention Probation Program		21. A-Way-Out		22. Empire State Coalition Emgcy. Shelter		23. Training for Life	24. Neighborhood Youth Diversion Project
I. Admissions Criteria:									
1. No reading, math, grade level requirements		●	●			●	●		●
2. No geographic restrictions		●	●			●	●		
3. Diagnostic testing		●				●		●	●
II. Program Characteristics:									
4. Population size		150		45		30		100	250
5. No waiting list			●		●		●	●	●
6. Flexible program hours		●	●			●	●	●	●
7. Flexible cycle		●	●			●	●	●	●
8. J.H.S. or H.S. diploma									
9. Non-traditional location		●		●		●		●	●
III. Program Content									
10. Remediation		●	●	●		●			
11. Vocational training									
12. I.E.P.		●	●	●					
13. Recreational program									
14. Student involvement									
15. Family involvement		●	●	●		●	●		
16. Job placement								●	
IV. Supportive Services									
17. Day care									
18. Psychological counseling		●	●	●		●	●	●	●
19. Drug and alcohol counseling		●	●	●		●	●	●	
20. Career counseling		●	●	●		●	●	●	●
21. Attendance program									

General Analysis

Evaluation of the Board of Education and non-Board of Education programs visited were based on the extent to which the services offered matched the program elements selected by the project's researchers as critical to meeting the needs of our target youth population. The four general evaluation areas included: Admissions Criteria, Program Characteristics, Program Content, Supportive Services.

I. Admissions Criteria

A. Board of Education

The admissions criteria of the Board of Education programs surveyed depend very much on the type of program. In the case of the junior high schools (which are administered by a superintendent in each of 32 school districts), there are no academic entry requirements, but they are not open to students residing in other districts. While all alternative junior high schools in the city were not surveyed, it would appear from other reports that some districts are better served by alternatives for junior high school aged students than others. A very similar problem exists with the mini-schools which have been established in traditional large high schools to meet the needs of particular populations of young people - usually unsuccessful students.

Since the publication of its Dropout Report in 1979, which revealed a citywide dropout rate of 45%, the Board of Education has put considerable emphasis on its holding power policy, which includes the development of alternative programs or options within traditional high schools. In a recent Board of Education survey, 30 of the 95 high schools had established

some sort of mini-school. While these mini-schools rarely have academic entry requirements, all boroughs are not as well served as others. It is difficult for a student to gain access to appropriate programs in other areas of the city.

The alternative high schools were established in the early 1970s because of the widespread belief that many students were likely to be more successful in smaller and less traditional school settings. The admissions criteria of these schools vary. In most cases, the alternative high schools have entry requirements because they believe they do not have the resources to meet the needs of students with reading/mathematics scores below 5.0 grade level. One notable exception is West Side High School which has developed a very effective program for young people reading below this 5.0 grade level. While the alternative high schools do not have geographical restrictions, it would seem likely that only the most motivated student will travel outside his/her borough to attend school on a regular basis. Most alternative schools conduct diagnostic testing during the admissions process to see whether a student is eligible to enroll and, in theory, to place students in the most appropriate setting.

The Auxiliary Services for High Schools programs was established in 1969 to prepare for a General Equivalency Diploma those students who had not completed their education. Currently, there are 11 day and 13 evening learning centers open to serve dropouts between the ages of 17 and 21 years. These programs have no academic entry requirements or geographical restrictions.

The Adolescent Outreach Dropout Retrieval Program, which started accepting students in February 1980, is the most recent initiative of the

Board of Education to deal with the problem of dropouts. Presently, six Outreach Centers are operating in the city. Like the Auxiliary Services, they have no academic entry requirements or any geographical restrictions.

The other programs surveyed which are under the auspices of the Board of Education are two work-related programs and one support service. Usually, these are operated by community-based groups. In this case, the Board of Education is involved because it is a requirement of a federal or state funding agency. The admissions criteria reflect the requirements of the funding source; in most cases youth must be income (CETA) eligible and have reading and math scores at 8.0 or above.

B. Non-Board of Education

The primary objective of most non-Board of Education programs is more specialized than their Board of Education counterparts, resulting in less flexible admissions criteria. Most non-Board of Education programs are operated by community-based organizations working with high risk youth to prepare them for entry into the work world. Many of these programs have minimum academic entry requirements, usually a reading and math level of 8.0. Most of the job training programs have entry requirements because they feel their primary mission is to prepare youth for specific careers and that they do not have the resources to offer an extensive remediation program. A number of GED programs have entry requirements because they are encouraged to do so by funding agencies in order to meet a certain successful completion ratio.[3] These programs tend to have geographical restrictions only when they have a relationship with a particular high school or group of high schools in their home borough. A good example of this is the

recently established South Brooklyn Community High School for chronic truants in the John Jay High School zone in Brooklyn. Differences in admissions criteria are more a function of the primary objective of the program than whether it is operated by the Board of Education or by community-based organizations.

II. Program Characteristics

A. Board of Education

All of the full-time educational programs surveyed enroll fewer than 500 students. During the late 1960s and 1970s, because many students were not succeeding in large urban high schools, smaller and more individualized educational programs were established. A great variation exists in the size of these smaller programs. The alternative junior high schools surveyed all had less than 100 students, the mini-schools less than 400, the alternative high schools between 300 and 500 per site, and those programs for out-of-school youth ranged between 150 and 350 - the size being partly dependent on their success in attracting students rather than on any size limitations.

Since there are few enough alternative programs for our target population, the fact that 15 of the 35 schools had more applications than places, is not encouraging. Decisions on whom to accept are usually made on the basis of the student's level of motivation - particularly the case with the alternative high schools. It should be noted that some question exists about the accuracy of waiting lists, with students being admitted in one place and remaining on a waiting list somewhere else.

The only programs which have flexible hours, i.e., are open outside regular school hours, are the Auxiliary Services. The result is considerable

demand for entry and lengthy waiting lists at most Auxiliary Services sites. However, most of the alternative high schools, the Auxiliary Services, the Outreach Centers, and a few of the mini-schools (Curtis High School Skills Cehter, The Academy - Andrew Jackson High School, and James Monroe High School Learning Center) have flexible cycles (more than the 2-semester cycle system). This flexible scheduling (most operate on a 4-cycle academic year) makes it possible for youth released from DFY facilities at different times during the academic year to be placed successfully.

Most Board of Education programs (26 out of 35) are located in traditional school buildings because of a Board of Education policy of minimizing space rental. This policy creates a number of problems: for many DFY youths who associate school buildings with past educational failures, it creates a reluctance to enroll; for administrators, it usually imposes a whole set of problems involved in conducting education in buildings with substantial physical limitations varying from bad lighting to space which is plainly unsuitable for learning. One program (the Queens Outreach Center) moved five times during its first year of operation because of the unsuitability of its physical space.

B. Non-Board of Education

A great variation in size exists in the non-Board of Education programs (30 to 500+). Much of this variation can be explained by examining the type of services offered to youth. Comprehensive diploma-granting educational (the three alternative schools) or job-training services are generally small (less than 100). Those which offer preparation for a GED with some work-related training are often much larger. Fifteen out of 24 did not have waiting lists. But as with the Board of Education, particularly those with

job-training emphasis, many had more applications than they had space during registration periods. The only ones that tended to operate outside non-school work hours were the GED programs. Most of the job-training programs operated on a normal workday basis (8:30 a.m. to 5:00 p.m.) because of their on-the-job focus. With the exception of the GED programs, very few provided more than two entry points during the year. Because of the predominance of GED services, very few non-Board of Education programs offer a high school diploma. A significant feature for DFY population is the fact that 23 out of 24 sites were in non-traditional locations (i.e., not in school buildings).

III. Program Content

A. Board of Education

All of the Board of Education full-time programs surveyed offered remediation and individualized work for students. This results in considerable variation in effectiveness. In many cases, this was similar to traditional high schools but on a smaller, more individualized scale. However, many of the alternative high schools and a few of the mini-schools make maximum use of opportunities for community-based and work-related experiences for students. At times, however, these opportunities appear to be more accessible to those who are perceived as being more capable. With the exception of the junior high schools and the dropout retrieval programs, in most cases vocational courses are offered as part of a regular schedule or students are encouraged to supplement their in-school program with courses through the Board of Education's Shared Instruction Program. (Shared Instruction is a program which allows high school students whose school does not offer vocational classes to attend classes at most of the vocational high schools in New York City and

obtain course credit.) However, with some notable exceptions (Satellite Academy for Career Education and Lower East Side Prep), such vocational experiences are not the major emphasis.

A weakness of many of the Board of Education alternative programs was the quality of their recreational offerings. Administrators expressed dissatisfaction with this lack of physical education facilities. Despite not having or having only limited access to gymnasium facilities, in a few programs, ways are found to conduct physical education classes in order to fulfill high school diploma requirements.

A similar situation exists in the involvement of students and their families in the decision-making process of the school (admissions, programming, and discipline decisions). A number of exceptions existed among the alternative high schools (Satellite Academy, West Side High, Pacific High, and High School Redirection) which have a major emphasis on student and parent involvement. With the exception of the junior high schools, very few of the Board of Education programs have developed a structure for involving the family in school affairs.

A number of programs (12 out of 35), particularly the alternative high schools, made a considerable effort to find jobs (part-time or full-time) for their students. This seemed to be most effective where programs had developed long-term relationships with the business and corporate community (e.g., Satellite and Lower East Side Prep).

Overall, it is clear that the program content can be considered weak in light of the needs of DFY youth. In order to increase the likelihood of success, such young people need programs which encourage their involvement in school affairs, have a strong connection to the world of work, and recognize their out-of-classroom abilities and needs, e.g., recreation.

B. Non-Board of Education

The more specialized nature of the non-Board of Education programs is particularly evident in program content. Most places surveyed were involved in preparing students for jobs and had a heavy emphasis on vocational training. In addition, 8 out of 15 of the work-related programs structured individual planning with students. Yet half of those which specialized in job training and did not provide remediation, limited entry because they felt they did not have the resources to provide such services. Most provided job placement services for students. The specialized job training programs (e.g., Arawak, Council for Airport Opportunity and Mutual Aid Project) seemed to be very successful in placing students upon completion of their training.

The situation is even more limited in other content areas. Only 5 out of 24 had a significant recreation program. Probably more critical was the lack of involvement of young people or their parents in the decision-making process of the educational programs. A frequently mentioned explanation for this was the rapid turnover of students in their program and the time needed to develop such participatory skills with students and parents.

IV. Supportive Services

A. Board of Education

Supportive services seem to be the weakest element of the Board of Education programs surveyed, particularly in light of the needs of the DFY population. While nearly all offered some form of psychological counseling (through guidance counselors or advisors) as well as attempting to provide some career counseling, only two (Project Outreach and High School Re-direction) provide day care facilities, and only four indicated that they

had support services for dealing with drug and alcohol abusers. Although not specifically established to deal with this latter set of problems, probably the most effective programmatic response in the sites visited was the family group-advisor model used in a number of alternative high schools. The family groups, which divide the student body into small, closely knit support groups, seem to be extremely effective in providing peer and advisor support in dealing with a variety of social problems. Only about half (18 out of 35) seemed to have an attendance program.

B. Non-Board of Education

The limitations in support services for DFY youth is equally evident in non-Board of Education programs. For example, none surveyed offered day care facilities on the premises. While most offered some form of career counseling, only 14 out of 24 provided psychological counseling. The major reasons for the lack of this support service was that job training programs viewed adult roles as administrative rather than guidance oriented. This was very clear in their attendance policy which tended to be very rigorously enforced. Such job training programs for example, indicated that they made very little allowance for the degree of difficulty in a young person's home situation. If they did not turn up regularly, they would lose their employment. Like the Board of Education, the most effective model in view of the needs of DFY youth was the family group-advisor model evident at South Brooklyn Community High School and the Bank Street College Basic Skills Academy.

Conclusions

The visits and evaluations of 63 programs in New York City revealed that a significant problem exists in placing DFY population or youths with similar needs in appropriate educational settings. Programs do exist which have many of the characteristics necessary for successful completion by DFY youth. However, in many cases these are also the programs that meet the needs of many other youth who find traditional schooling unsuccessful. The result is long waiting lists (Auxiliary Services for High Schools) or a screening of applicants (as with many of the alternative high schools and the successful job-training programs). The net effect is that few openings exist for even the most motivated DFY youth, and priority is usually given to non-DFY youth. The problem, however, is not simply a lack of suitable placements for DFY youth. Many of the programs visited, while meeting a number of the needs of this particular population, had significant weaknesses in at least one of the major categories (Admissions Criteria, Program Characteristics, Program Content, and Supportive Services).

The weakness in the Support Services category is particularly acute for the DFY population. The primary concern of most programs seems to be with the development of an educational or job training program, despite the fact that it is widely recognized that high risk youth are more likely to fail if the associated social problems are ignored. It is this lack of supportive services that may hamper the educational progress and vocational preparation of DFY youth. This is most clearly seen in the shortage of day care facilities for teenage parents and the general lack of drug/alcohol counseling services in the educational and job training programs. A small number of alternative high schools do seem to address those substance abuse problems through their family group approach.

A similar situation exists in Program Content areas. While remediation is frequently provided along with work preparation, we found a general lack of involvement of young people and/or their families in decision-making processes. This lack of involvement in decision-making is a general weakness in the education of all adolescents, but it is a particularly disturbing program omission for the DFY population which has a greater need to be involved in decisions in view of their past failures and their tendency to feel a lack of control in educational settings.

In spite of these substantial limitations, it is clear that a number of the programs visited come close to meeting the needs of our target population, although none were entirely satisfactory. Those which seemed most appropriate were Project REAL, Project Contact, and Project Outreach.

Project REAL, an educational program run by the Community Service Society, has similar services to a number of other programs but was considered more appropriate because it is geared specifically to youths involved in the juvenile justice system and to the DFY population. The staff is sensitive to the youths' backgrounds and provides an excellent model in attempting to meet their needs. One of the strengths of Project REAL is their team approach, with each student assigned to a social worker, job developer and teacher who, together with the youth, plan for meeting his/her educational, vocational, and social needs. On the debit side for DFY youths, the program does not offer a diploma, day care facilities, nor does it have vocational classes.

Project Contact is a special education "cluster" school run by the Educational Alliance, with support from the Board of Education. This was considered more appropriate than the other two special education programs

visited because it provides more support for the DFY youths who tend to be very much aware of the stigma attached to attending a special education program. Many DFY youths would prefer going to an alternative program or a regular academic high school, even though they may not be successful there, rather than attending a special school or a special class within a mainstreamed school. Project Contact seems to deal more effectively with some of these problems. The program has no admissions criteria and has both handicapped and non-handicapped students. The program and class size are small, with two special education teachers providing individually paced classes and remediation. The atmosphere is family-like and geared toward helping troubled youths make an adjustment to school and to the community at large. In addition, a small stipend ($2.00 daily) is provided, and counseling is available. However, the program lacks important elements for the DFY population: it does not have flexible hours and does not offer a diploma, vocational courses, recreational classes, nor day care facilities.

Project Outreach is a Board of Education dropout-retrieval program with six centers in Manhattan, Queens, Brooklyn, and the Bronx which started accepting students in February 1980. The Outreach centers are transitional in nature and provide a stepping stone for DFY clients returning from facility settings. Classes tend to be small and individually paced; students are assigned counselors who serve in a guidance capacity, as well as planning their course of study during their placement at the Outreach center. All Outreach centers offer remediation in basic skills and some offer courses in areas such as health, parenting, and life skills. In addition to being able to enter at any time during the school year, job placement opportunities are offered on a part-time basis for a limited

number of students. Few programs provide as comprehensive a set of services as the Outreach centers. However, one of the major weaknesses of the Outreach centers lies in their difficulty in finding a more permanent setting for students on completion of their center placement.

A number of other sites provide services which should be noted because they have components which in some ways address the needs of our target population and, therefore, seem worthy of further study and possible replication.

Two part-time programs - Cities-In-School and Project Turnaround - provide counseling and remediation for junior and senior high school youths in New York City. This strong emphasis on supportive social services is lacking in many educational programs and needs to be addressed. A number of the Board of Education alternative high schools (Lower East Side Prep, High School Redirection, Pacific High, West Side High School, and Satellite Academy) are not easily accessible for DFY youths because other young people usually get preference during admissions, and there is a shortage of alternative high schools in New York City. Yet the alternative high schools' comprehensive approach to education, with strong connections to the surrounding community and to the world of work, are the very elements needed by the DFY population. The recently opened South Brooklyn Community High School, operated by the Sisters of the Good Shepherd, is another example of a program which, although inaccessible for many of our target population because of academic entry requirements (5th grade) and zone restrictions (John Jay High School catchment area) is interesting for its replicable features. The school's small size, basic skills orientation with support services and concentration on a specific target population in one high school zone, make it a model that should be replicated in other areas of the city for dropout

population and DFY youth. In addition, it is an interesting example of cooperation between public and private enterprises - Youth Board, Board of Education and Sisters of the Good Shepherd - and its community advisory board.

Concentration on the development of job skills (Council for Airport Opportunity, Arawak, Mutual Aid Food Service Project), though narrowly focused, are important in that successful approaches for training and placing young people in the workplace have been developed.

Overall, it is clear that it is quite difficult to locate programs which meet the needs of the DFY population. This is mainly because of the shortage of places in alternative programs and the establishment of entry requirements which exclude this population. The need for programs for students with reading/math skills below 5.0 grade level has been recognized with the establishment of the Illiteracy and Dropout Task Forces coordinated by the Mayor's Office and the Board of Education's High School Division.

In spite of the shortage of space for DFY youth, the picture is not completely dismal. A number of successful programs in this study were identified. The alternative high schools, the dropout retrieval programs run by the Board of Education, and the work-related and supportive social service programs run by community-based groups which have similar qualities should be kept in mind for future planning. The fundamental element in whether a program is successful or not is the ability of the director with his staff to develop and successfully translate into practice a coherent philosophy to deal with the problems of the population they have been established to serve. In the Board of Education alternative high schools and the community-based organizations, which have had considerable experience in working with high risk youth, this type of leadership was

clearly evident along with their successful comprehensive approach to education which actively involved the young people in many phases of the program.

Recommendations

More small alternative comprehensive educational programs are urgently needed in New York for high risk youths and particularly DFY youths.

(1) A definite shortage of alternative programs exists in New York City. With the exception of the introduction of the dropout retrieval centers in 1980, the size of the Board of Education's alternative schools has not increased since the mid-1970. It seems that the Board of Education is more committed to its "holding power" programs in the large urban schools than to alternative schools. While this commitment to in-school programs is heartening, it should not be accomplished at the expense of the successful alternative or non-traditional education settings in New York City. These alternative programs function very effectively in spite of substandard physical facilities. We recommend not only the establishment of more alternative programs based on successful existing models, but a major effort by supporters of alternative programs and education options to educate the public as to the value of these resources in meeting the needs of "at risk" and underserved youth. It should be pointed out that this lack of recognition is accentuated by the tendency of the media in New York City to be more concerned with the problems of education (violence, vandalism, test scores) than with discussing continuing successful practices in the everyday life of a school.

(2) There needs to be considerably more discussion on the educational needs of specific groups of youths. We urge the Division for Youth take leadership in pursuing the findings and recommendations of this report with officials of other youth-serving agencies and the Board of Education. A DFY-sponsored meeting of agency heads should review the report and develop

strategies to alleviate this lack of placements for DFY youth in appropriate educational and vocational settings. This review should then be open to various constituents interested in this population (parents, youth, program providers, and advocacy groups). We urge the establishment of a DFY Youth Advisory Council to provide a forum for young people to act as advocates for their peers, as well as to monitor and influence program development.

(3) We recommend that an intensive effort be made to improve communication between youth-serving programs. This study revealed a limited amount of discussion of successful approaches to educating young people. For example, successful models for youth participation in decision-making exist in New York City at West Side High School and the Satellite Academy and could be replicated in other programs. The involvement of young people, as well as their parents, in all aspects of educational program development is something that should be actively encouraged by all public agencies.

(4) Finally, Advocates for Children urges agencies concerned with the needs of deinstitutionalized youth to join together to advocate for better and non-discriminatory educational and vocational training programs.

Footnotes

[1]Of the 576 youths in Region IV DFY facilities, from September 1979 through June 1980, 326 tested two years or more below grade level on the Woodcock Reading Test (see Appendix I for the statistics).

[2]A number of other programs were contacted but, for one reason or another, the administrator was not available for an interview.

[3]In one case (The Bank Street Basic Skills Academy), a program began with entry requirements but, after one cycle, adapted its program so that it could accept any student who wanted to attend.

APPENDIX I

DFY Statistics - Region IV (NYC)
Reporting Date - September '80 - for September '79

Breakdown of Youth in NYC Facilties by Age

AGE GROUPINGS	REGION IV FACILITIES	TOTAL DFY
11 yrs. 10 mos. - 12 yrs. 9 mos.	2	22
12 yrs. 10 mos. - 13 yrs. 9 mos.	27	98
13 yrs. 10 mos. - 14 yrs. 9 mos.	43	298
14 yrs. 10 mos. - 15 yrs. 9 mos.	149	822
15 yrs. 10 mos. - 16 yrs. 9 mos.	181	828
16 yrs. 10 mos. - Above	165	422
TOTAL	567	2490

MATHEMATICS

	REGION IV FACILITIES		TOTAL DFY	
	USING KEYMATH			
Number of youth tested	444		1121	
Scores on or above grade (by grade level)	18	4%	83	7%
Scores 2+ yrs. below grade	338	76%	908	81%
*Scores at 5.0 and below	181	41%	409	36%
Number of Youth in Remedial Math	355	80%	794	71%
	USING WRAT			
Number of youth tested	65		1211	
Scores on or above grade (by grade level)	0	0%	11	1%
Scores 2+ yrs. below grade	64	98%	1180	97%
*Scores at 5.0 and below	57	88%	974	80%
Number of Youth in Remedial Math	0	0%	856	71%

READING

	REGION IV FACILITIES		TOTAL DFY	
	USING WOODCOCK			
Number of Youth tested	464		1132	
Scores on or above grade (by grade level)	106	23%	289	26%
Scores 2+ yrs. below grade	326	70%	777	69%
Scores at 5.0 or below	257	55%	538	48%
Number of Youth in Remedial Reading	396	85%	834	74%
	USING WRAT			
Number of Youth tested	71		1235	
Scores on or above grade (by grade level)	8	11%	85	7%
Scores 2+ yrs. below grade	51	72%	941	76%
Scores at 5.0 or below	34	48%	576	47%
Number of Youth in Remedial Reading	19	27%	780	64%

* Please note that %'s and youth totals do not add up to 100% or total of youth tested in program because the %'s and number of youth at 5.0 or below include those who are also 2 or more years below grade level.

APPENDIX II

Explanations of Program Elements

I. Admissions Criteria

1&2. Admissions criteria refers to the requirements for student application established by the individual program. The criteria this report is concerned with are those criteria most discriminatory to our target population; reading and grade level requirements and geographic requirements. Many DFY youths are reading significantly below grade level and have not completed their age equivalent grade. Consequently it is important to have knowledge of these criteria because it often works to exclude many DFY youths from applying.

3. Diagnostic testing refers to education achievement and vocational aptitude tests administered to students either as a part of the intake process or during the students enrollment within a program. This element is significant because it assists in the planning of the individual student's curriculum and helps the students establish future career goals.

II. Program Characteristics

4. The population size of the student body is listed for each program. Small student populations are often easier for a DFY youths to enter. Further, a low student - staff ratio ensures more contact with program staff.

5. Those program with no waiting lists are also pointed out in this category.

6&7. These elements refer to the hours the programs operate and the academic cycles the programs follow. A program will meet the criteria of good program scheduling if the program operations are not confined to the traditional school day of 8:00 AM to 3:00 PM and if the program follows a cycle other than the traditional two semesters per school year. A more flexible schedule allows DFY youths to enter educational programs more easily and at more times during the year. In addition, flexible hours allow youths to maintain employment on a part-time basis.

8. Program diplomas indicates junior or senior high school programs which are accredited by the Board of Education and the State of New York to give diplomas to students completing program requirements. Programs which exclusively prepare students to take the general equivalency diploma exam would not meet this criteria.

9. The location refers to the physical setting of the program. Programs which are located in a non-traditional setting sometimes are less difficult for a student to enter if previous experiences have been negative. These programs are therefore marked as a possible incentive to attendance and a positive element of evaluation.

III. Program Content

10. Remediation applies to educational tutoring between teacher and student in the primary areas of reading, writing, and mathematics. Many DFY students need remediation in the basic skills, emphasizing the need for this component in a learning program.

11. Vocational training pertains to vocational classes offered in addition to basic academic courses. Vocational classes include business skills, mechanical skills, and other specific occupational training classes.

12. An individual education prescription indicates a specific individualized plan developed to determine in what areas and in what manner a student will progress academically. Only an individualized plan of this manner, developed by the student and appropriate program staff is considered to fit this criteria.

13. A recreational program refers to physical recreation classes. The purpose of including this element is based on recent studies which indicate that incentives for attendance in educational programs include recreational programs such as intramural sports and craft classes. These types of classes provide an opportunity for physical release and a chance for low academic achievers to excel and experience higher self esteem in other areas.

14. Student involvement refers to the student's participation in program planning, development and administration. Student governments are included in this element as well.

15. Family involvment refers to the inclusion of significant family members in planning academically for the student and also includes family participation in counseling and activities such as communication workshops offered by the individual programs.

16. Job placement refers to part-time and full-time employment of students through the individual programs. The placement may be either the program site or another work site location.

V. Supportive Services

17. Day care services includes day care for young children or siblings of students. The service should be located in the program setting with qualified staff to supervise children while students attend classes. Many DFY youths have children and/or are responsible for siblings. These responsibilities may prevent youths from leaving the home to attend an educational program. Providing day care services can therefore be an incentive for both female and male adolescents who have young children in their charge.

18 & 19 & 20. The counseling services element is broken down into three areas: psychological, drug and alcohol, and career counseling. A significant number of DFY youths as well as other city youths can benefit from psychological and drug counseling because of problems experienced both at home and in school. Career counseling prepares youth to enter the world of employment upon completion of an educational program.

21. The attendance program refers to those methods used to actively follow up on absentees and truants through home visits and phone calls. Educational programs which depend primarily on letter writing to inform parents of student absenses or truancy would not fit this criteria.

APPENDIX III

Research Questionnaire

1. Name of Program _____

2. Address _____ District _____

3. Phone _____ Contact _____ Position _____

4. Program Description _____

_____

_____

5. Program Population

Age range _____ Number serviced _____

Sex: Male _____ Female _____

Race: %B _____ %H _____ %W _____ %Other _____

Socio-economic: Majority middle income _____

Majority lower income _____

No relevance _____

Time spent in program: Per day _____ Length of Placement _____

Reasons for being in the program _____

_____

_____

_____

_____

6. Intake Criteria

Referred by certain schools _____

Referred by certain district _____

Reading level _____ Math level _____

Completion of certain grade _____ Waiting list _____

7. Intake Method (include referral process and diagnostic testing):

_____

_____

_____

_____

8. Program Components

Description of educational courses_____

_____

Description of vocational courses_____

_____

Individually paced_____ Group paced_____

Counseling program description_____

_____

_____

Individual_____ Group_____ Peer_____

Recreational program description _____

_____

_____

Other services (job placement, referral):_____

_____

_____

Student involvement in program planning and government (include IEP, contracts)

_____

_____

_____

Structure to deal with truants and LTA's _____

_____

_____

_____

Structure to deal with non-motivated students_____

_____

_____

Policy and procedures in dealing with incarcerated youth_____

_____

_____

Teaching Methodology_____

_____

Semester or cycle curriculum_____

Day care services offered_____

Additional staff available_____

Student teacher ratio_____

Hours of program_____

9. Discipline

Student rights and rules_____

_____

_____

Methods of enforcement_____

_____

_____

Problems_____

_____

_____

10. Goals

Mainstream_____ Diploma from program_____

GED_____

Career focus:

On site_____ Placement_____

Description_____

_____

_____

_____

11. Measures of Improvement and Success

Attendance rate daily_____ Suspensions_____

Educational attainments_____

_____

Is program successful? Why or why not?_____

_____

_____

_____

12. Resources

Physical layout of program_____

_____

Community resources available to students_____

_____

_____

Resources available at program site_____

_____

13. Funding

Title I_____ Tax levy_____

Drug prevention_____ Other_____

Details_____

_____

_____

_____

_____

_____

14. History of Program

Who or what initiated program?_____

_____

Which administrator(s) sanctioned it?_____

_____

Reasons for start-up_____

_____

Start-up procedures_____

_____

Start-up problems_____

_____

15. Describe nature of involvement by parents, community, principal, superintendent, and Central Board personnel in program start-up_____

_____

_____

16. What is the school's relationship and contribution to the program?

Principal_____

Mainstream students_____

Mainstream faculty_____

Other_____

17. To what extent is the program encouraged or hindered by the school or Board?

_____

18. Describe youth empowerment within the program. Are young people involved in program planning in any way? In curriculum design or choice?_____

_____

_____

19. Describe personality (largely non-replicable) and structural (largely replicable) aspects of the program_____

_____

_____

_____

APPENDIX IV

Program Descriptions

INDEX TO PROGRAMS

BRONX

1. Alternative Learning Space
2. Community Involvement Program
3. Education, Prevention and Referral Program
4. James Monroe High School Learning Center
5. James Monroe Prep
6. Dewitt Clinton High School
7. Bronx Regional High School
8. Satellite Academy for Career Education
9. Auxiliary Services for High Schools - Clemente Center
10. Project Outreach - Bronx Center
11. Project REAL
12. College Adapter Program
13. North Bronx Family Center
14. West Bronx Jewish Center
15. Career Intern Program
16. Bronx Center for Career and Occupation Services
17. Neighborhood Youth Diversion Project
18. Project Continue

BROOKLYN

19. Project Turnaround
20. The Prep
21. The Alpha Program
22. Boys and Girls Street Academy
23. Wingate Prep
24. City-as-School
25. High School Redirection
26. Pacific High School
27. Satellite Academy for Career Education (Queens)
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BRONX

(a) Junior High Schools

1. Alternative Learning Space
District 10 Office
P.S. 95
3961 Hillman Ave.
Bronx, N.Y. 10463
Tel. 220-8810

Admissions Criteria: Students are referred by staff in the junior high schools in District 10. There is no formal waiting list. The average age is 15 years and most students are considered to be "non-readers" and have "behavior problems." They stay in the program an average of two months, though some have stayed two years.

Program Description: This is a school based program that is designed to (1) diagnose behavior and academic problems; (2) stabilize behavior; and (3) find appropriate placement in a special education class, if necessary. The program works closely with the Committee On the Handicapped (COH), the family and the community. It emphasizes basic skills and offers intensive remediation. Informal counseling is also given.

Funding Source: New York City Board of Education, New York State Drug and Substance Abuse Services.

2. Community Involvement Program
District #10- P.S. 95
3961 Hillman Ave.
Bronx, N.Y. 10463
Tel. 220-8474

Admissions Criteria: Students must attend junior high school in District 10 and be considered "at risk" students with poor attendance or low academic achievement.

Program Description: Students participate in this program while they are in a regular junior high school. Each junior high school in District 10 has a counselor from CIP that works full-time and after hours to teach students studying and coping skills. A holistic approach is emphasized and the counselors are particularly child and community oriented.

Funding Source: New York State Drug and Substance Abuse Services.

3. Education, Prevention and Referral Program
District 12
770 E. 176th St.
Bronx, N.Y. 10460
Tel. 731-4500

Admissions Criteria: Students in grades 6 through 9 in District 12 who are

considered potential dropouts are eligible. Students are referred by guidance counselors, principals, and other staff in District 12 schools. Students are interviewed by the director but the final decision rests with a student/staff admissions committee.

Program Description: This mini school is geared toward each student's academic and emotional individual pace. Students receive group and individual counseling on a scheduled basis. Students are not grouped by grade but are separated into four groups by their ability and social development. Students can receive intensive basic skills instruction, regular remediation, tutoring, informal bilingual instruction and a chance to take innovative classes. Some students are involved in a peer leadership program.

Funding Source: New York City Board of Education, New York State Education Department- Drug Component.

(b) Mini Schools (linked to traditional high schools)

4. James Monroe High School - Learning Center
1300 Boynton Ave.
Bronx, N.Y. 10472
Tel. 842-5403

Admissions Criteria: Students must be 16 to 21 years old and reading below 5.0. Most students are referred by Monroe High School though other Bronx residents are eligible.

Program Description: This mini school offers a regular high school diploma and a GED diploma. Teachers design program instruction, students progress at their own individual pace and receive credit for academic achievement. Counseling is not offered on a regular basis.

Funding Source: New York City Board of Education

5. James Monroe Prep
1300 Boynton Ave.
Bronx, N.Y. 10472
Tel. 842-5402

Admissions Criteria: Incoming students must make a declaration that they are serious. Then they are admitted on a trial basis only. There may be a waiting list.

Program Description: James Monroe High School has a Prep School especially designed for Monroe students who needed a more special and individualized program than regular high schools provide. Monroe Prep welcomes 16-21 year olds who are one or more years behind and who are serious about getting a diploma. No stipends offered. Students work independently on programmed material and high interest, low vocabulary readers. Each student progresses at own pace on non-graded assignments which are worth a certain number of points. Points add up to credits. Depending on how fast and hard one works,

they can earn 1-3 Credits in one term.

Funding Source: New York City Board of Education

6. DeWitt Clinton High School
100 West Mosholu Parkway South
Bronx, N.Y.
Tel. 543-1000

Admissions Criteria: Registration in the Auxiliary program is open to DFY youths. No waiting list and grade level requirements would keep youth from entry.

Program Description: DeWitt Clinton started a new school-wide Holding Power Program in 1980 as a means of retaining students. Eleven separate (mini) schools were established to meet the interests and career training needs of the all male population. This dropout prevention program has 1,100 students who can opt for any of the special courses offered.

The Holding Power Program enrolls youths in courses such as:

Barefoot Doctors: introduction to medical field
Horticulture: students grow and care for plants and trees
Bilingual Education: for Spanish-speaking students
Animal Care: learning to care for animals and pet grooming
Auxiliary GED program for chronic truants and dropouts
Linkage, ½ day school at Clinton, ½ day attending Bronx Community College for remediation in reading, math and work program
ROTC and music and art program will begin in September 1981.

Funding Source: New York City Board of Education.

(c) Alternative Education programs
(I) Board of Education Alternative High Schools

7. Bronx Regional High School
1010 Stebbins Ave.
Bronx, N.Y. 10459
Tel. 991-2020

Admissions Criteria: No zone restrictions (usually draw from Bronx). Most students are referred from large Bronx high schools because of difficulties in those settings. Usually take students with above 5.0 level in reading and math (although they don't test for such levels).

Program Description: Alternative high school for 15-21 year olds from the Bronx. The two year old program concentrates on academic subjects to prepare youth in completing requirements for a high school diploma or so that they can get into a GED program. The program has an academic program (English, Social Studies, Science, Math, Art, Music and Phys. Ed.) with classes in typing, mechanical drawing and business. Teacher-student ratio of 1:20. Particular attention is paid to helping students who have failed in other settings.

Funding Source: New York City Board of Education

ready to be referred elsewhere (i.e,, not reading well enough for a GED program) and can benefit from the counseling and basic skills the Center offers. Counselors are flexible- depending on what the student wants and needs.

Program Description: The Outreach Centers function as a referral and placement center for all high school dropouts. The centers interview all students and depending on their reading levels, credits accumulated, and their goals will refer these students to more appropriate programs or retain them in their academic program. The centers offer counseling, career guidance, and basic skills to attending students, as well as some part-time employment (150 slots for all the centers combined). The centers are temporary placements for all students with the longest length of stay not to exceed one year. The goal of these centers are to prepare and place students in appropriate long term settings, depending on their needs and goals.

Funding Source: New York City Board of Education.

(d) Special Education Programs
No programs surveyed.

(e) Work-Related Programs

(I) With a GED program

11. Project REAL
420 149th St.
Bronx, N.Y. 10455
Tel. 655-8600

Admissions Criteria: Youth must be between the ages of 16 and 18 years old. They must be out of school and referred by probation, family or criminal court, DFY, or legal aid. Youth must have at least two convictions. No reading and math levels or geographic restrictions exist. Referral forms must be completed and sent to Project REAL by the referral source prior to the commencement of intake procedures.

Program Description: This program has an educational program and a work experience program. Students work half a day and attend the school program half a day for one year. The second year full-time employment occurs. All students receive a stipend of $3.10 an hour for participation in both components of the program. Counseling by social workers is also used, with a strong focus on developing realistic education and career plans.

Funding Source: Department of Employment, Community Service Society, Criminal Justice Coordinating Council.

12. College Adapter Program- Youth Component
332 E. 149th St.
Bronx, N.Y. 10451
Tel. 665-5300

Admissions Criteria: Admissions criteria varies for the two programs offered. The College Adapter Program requires youth to be between the ages of 16 and 21 years old and to be reading on a 7.0 level. The Job Placement Program requires youth to be between the ages of 16 and 21 years old and to be reading on a 9.0 level.

Intake is held two times a year. Prior to the beginning of a new semester each youth is tested, attends an interview, then has a two-week trial period of attending classes. After this process, a conference is held and depending on the test scores and performance, the student is accepted or rejected.

Program Description: The program has two components: (1) The College Adapter Program prepares youth to take the GED and enter the city university system. (2) The Job Placement Program which prepares youth for the GED and trains youth in business skills. Both components provide a stipend of $3.10 an hour.

Funding Source: Department of Employment.

13. North Bronx Family Center
2190 University Ave.
Bronx, N.Y. 10453
Tel. 365-1400

Admissions Criteria: The program is designed to work with neighborhood families and persons living outside the community are not eligible. (They will be referred elsewhere.) Each educational program has its own admissions criteria. In the Basic Skills Program, a youth must be 16 to 19 years of age and read below a 7.0 level. There is a waiting list. The GED Preparation Program serves youth 19 years and over and youth out of school one year or more. There is a waiting list. The Auto Mechanic's Assistant Program serves youth 16 to 19 years old who are CETA eligible and not reading below a 3.0 level. This last program offers a stipend of $3.10 an hour and offers job placement upon completion.

Program Description: This is a community based intervention program which focuses on treatment of the client and their family through supportive services such as counseling, recreation, group work, and educational programs. The program goal is treatment to prevent involvement with the Juvenile Justice System.

Funding Source:

14. West Bronx Jewish Center
575 Walton Ave.
Bronx, N.Y.
Tel. 583-0123

Admissions Criteria: Youth must be CETA-eligible, between ages 16 and 21, in addition to being able to test in reading and math at least on a 7th grade level. Youth are referred by CBO's, high schools and churches.

Program Description: This is a CETA, Title 4 clerical skills training program offering youth courses in typing, business English and math, office practices and a GED class to those who need it. Minimum wage stipends are issued to each participant.

The youth take classes from 22 to 26 weeks, five days weekly. In addition to the above courses, they participate in group counseling in which they learn to deal with job readiness, stress and affective behavior. A job placement specialist researches employment opportunities and places over 70% of participating youth in appropriate jobs.

Funding Source: Department of Employment

15. Career Intern Program
14 W. 170th St.
Bronx, NY.
Tel. 293-2900

Admissions Criteria: Students are accepted from feeder schools Taft, Morris and Roosevelt. Students must be considered drop-outs or potential drop-outs. They must also be eligible for Department of Employment and CETA. Each applicant is given an initial interview at which time the counselor and student go over his/her past record and make up an educational package to fill the gaps in academic credits. Any DFY applicant would have to transfer to feeder school then apply for CIP.

Program Description: This is an alternative high school program for students 15 to 21 years of age, which accepts students from three high schools, Taft, Morris and Roosevelt. The goal of the program is to have students complete their high school requirements for graduation and to help interns choose career options.

Courses given in English, World History, Economics, American History, Algebra, Geometry, Biology, Environmental Science, with electives in music and art. Students must complete Board of Education requirements and pass the Regional Competency Exam before graduating. Skills are developed on individual and group basis. All teachers are Board of Education certified and teach on a ratio of 1:20.

Funding Source: Department of Employment, CETA

16. Bronx Center for Career and Occupational Services
1021 E. 178th St.
Bronx, N.Y. 10460
Tel. 328-1330

Admissions Criteria: Any youth or adult may apply for counseling services. Placement into vocational training program requires math and reading scores above 7.0 and in some instances requires CETA eligibility.

Program Description: Career counseling services are provided on an individual or group basis. Placement into vocational training programs is also provided to eligible applicants.

Funding Source: New York City Board of Education

(f) Other Support Service Programs

17. Neighborhood Youth Diversion Project
1910 Arthur Ave.
Bronx, NY 10457
Tel. 731-8900

Admissions Criteria: Youth must be a Bronx resident involved with family or criminal court. Most referrals are made by the Department of Probation.

Program Description: This is a counseling, advocacy, and referral agency. Program counselors place troubled youth into appropriate educational and vocational programs and provide legal assistance and counseling services.

Funding Source: Special Services for Children

18. Project Continue
3710 Barnes Ave.
Bronx, N.Y.
Tel. 481-0170

Admissions Criteria: Clients must be students in Evander Childs High School and have some record of poor attendance, low achievement and negative attitudes toward learning and schools. However, they must be in attendance at least 50% of school year. Intake is done with a series of interviews.

Program Description:

This program started in May of 1980 to serve 150 junior and senior high school students yearly for short and long term counseling. The clients are students in Olinville Jr. High and Evander Childs High Schools. The goal of the program is to serve youth who have a variety of difficulties in school and their families as well as to establish relationships with major systems affecting the student such as the school, peers, family and the community organizations.

Funding Source: New York City Youth Board and Private Funding.

8. Satellite Academy for Career Education
Bronx Schomberg Satellite
(See Description in Manhattan #41)
Stebbins Ave.
Bronx, N.Y.
Tel. 542-2700

(II) Board of Education Auxiliary Services for High Schools

9. Clemente Center
431 Jackson Ave.
Bronx, N.Y.

Admissions Criteria: Referrals from high schools, CBO's, Suspension Hearing Offices are accepted; however, a waiting list of two months may be involved. A series of interviews precedes acceptance. Formal testing with MET. Achievement and NY Arith. Test is done well after the students are accepted into the program. No academic requirements are involved for acceptance.

Program Description: This program includes a basic skills and GED program in both English and Spanish, serving youth 16 through 21 years of age. The program is divided into basic, intermediate, and GED levels. Counseling with job and college referrals are supportive services offered. The basic skills, taught in English and Spanish, are offered on a contractual basis to meet the needs of each individual student. There is also an intensive reading class for the beginning reader. The counseling component helps students to set goals for academic achievement and to develop healthy attitudes toward learning. Incentives for achievement are enhanced with promotions, picture taking and certificates.

Funding Source: New York City Board of Education

(III) Project Outreach

10. Bronx Center
Public School 66, 4th Fl.
1001 Jennings St.
Bronx, N.Y. 10460
Tel. 842-0870,1

Admissions Criteria: All youth ages 15 through 21 may apply. Guidance counselors and intake counselors interview every student who walks into the center. They screen students to find out (1) how long they have been out of school, (2) why they dropped out, and (3) what their goals are. Counselors will then contact previous schools attended to find out if the student is still on register and how the previous school views the student. Counselors will refer stu-ents back to previous schools if it seems appropriate and acceptable to the student. Other students will be referred to auxiliary programs, alternative high schools, and other settings if the counselor and student agree the center is not as appropriate as this new placement might be. Students who are retained should be those who are not

BROOKLYN

(a) Junior High Schools

19. Project Turnaround
133 E. 53 St.
Brooklyn, N.Y. 11203
District 18
Tel. 467-5001

Admissions Criteria: Students must be ninth graders and deemed potential dropouts based upon: 1. student's academic failure of two or more subjects; 2. lack of participation in coursework or activities; 3. social withdrawal; 4. discipline problems as evidenced by referrals to deans; 5. over-age for class or holdover; 6. economic or social stress in family: 7. low self-image; and 8. truancy, repeated absence including cutting. Seventy-five percent of population is male.

Fifteen students from the five different junior high schools (I.S. 237, 287, 252, 211, 26) are referred by the deans of each junior high school.

Program Description: This program's focus is on improving the social skills of potential dropouts. Values clarification is emphasized. A teacher is selected by each principal in each junior high school. The Turnaround director and assistants (guidance counselors) train the selected teachers. The Turnaround teacher's responsibility includes checking on student's attendance and academic progress, and helping students work out personal or academic problems, often acting as a mediator between parents, students, teachers, and deans. Students meet once a week after school as a group for a problem-solving and group skills training session. Students may receive tutorial aid. The Turnaround director offers a six weeks Parent-Child Communication Workshop.

Funding Source: New York City Board of Education, New York State Drug and Substance Abuse Services.

20. The Prep
District 19
20-57 Linden Blvd.
Brooklyn, N.Y, 11207
Tel. 272-1120

Admissions Criteria: This program is for junior high school students who have been identified as potential dropouts and have attendance, behavior, or family problems. Students are referred by guidance counselors, assistant principals, principals, and parents in the District 19 area. There is a waiting list. Students must have the permission of their parents to attend.

Program Description: This voluntary three-month alternative program is designed to help students who are having problems in school to successfully function in the mainstream school system. Students are taught in a highly individualized opened classroom setting after they have been given diagnostic tests in math and language arts. Remediation is the main focus.

Funding Source: New York Board of Education.

(b) Mini Schools

21. The Alpha Program
Kingston Ave. & Winthrop
Brooklyn, N.Y. 11203
Tel. 467-7400

Admissions Criteria: Students must be 9th graders or must have the credits equivalent to 9th grade. Students must be "at risk" (i.e., truants, low achievers). All students are referred from Wingate High School.

Program Description: Each student progresses at their own pace but students take classes in groups. Students advance by accumulating credits. Intensive remediation and individual counseling are provided. The program includes a career focus and offers business math and industrial arts classes.

Funding Source: New York City Board of Education.

22. Boys and Girls Street Academy
832 Marcy Ave.
Brooklyn, N.Y. 11216
Tel. 467-1700

Admissions Criteria: This academy accepts students in 9th and 10th grades who exhibit disruptive behavior or are at risk of dropping out from Boys & Girls High School.

Program Description: This mini school is highly structured. Intensive remediation in basic skills is offered. Group counseling is given on a regular basis. Students go through a six week intensive group counseling period as soon as they start the program. Values clarification is emphasized. The mini school does a great deal of family outreach. A student's average stay in the program is one semester.

Funding Source: New York City Board of Education

23. Wingate Prep
1234 E. New York Ave.
Brooklyn, N.Y. 11212
Tel. 467-7400

Admissions Criteria: Students must be 17-21 years of age, at risk of dropping out, and reading on a 6.0 level or above. Students are referred from Wingate High School.

Program Description: The Prep is a general equivalency diploma preparation program. Emphasis is placed on remediation and individual student progress. A guidance counselor is available on a part-time basis although most counseling services are provided by the teaching staff.

Funding Source: New York City Board of Education

(c) Alternative Education Programs

I. Board of Education Alternative High Schools

24. City As School
59 Schermerhorn St.
Brooklyn, N.Y. 11201
Tel. 691-7801

Admissions Criteria: There are no zoning restrictions. Preference is given to students who have successfully completed the 9th and 10th grades, and particularly to those who have fulfilled two years of mathematics and science. Each applicant is processed on an individual basis. Applications may be obtained from City As School, with admission at the beginning of each of the four-to-ten-week cycles.

Program Description: City As School is an alternative high school whose primary curriculum objective is to link students with resources throughout the city. These resources are organizations of a business, civic, cultural, or political nature. Instead of attending classes in one building, students move from learning experience to learning experience based on the program they choose by consulting the CAS catalogue. Students receive academic credit towards a high school diploma. The school features four ten-week cycles (mini--erms), and a credit/no credit grading system.

Funding Source: New York City Board of Education.

25. High School Redirection
20 Wyona St.
Brooklyn, N.Y. 11207
Tel. 235-1110

Admissions Criteria: Students must be 16 to 21 years old. Reading requirements differ according to the program selected. The remedial program accepts students reading below 7th grade. The alternative program requires a 7th grade reading level and above. Students are given a placement test and according to the results of this and an interview with the intake worker are placed in the Alternative Program or the Remedial Program. There is a waiting list for the Remedial Program.

Program Description: This alternative school is located in the East New York section of Brooklyn. The program has two components: (1) an Alternative High School Program with required academic subjects for students reading on a 7th grade level or above, and (2) a Remedial Program run on a full-time basis for students reading below 7th grade. The total school population is approximately 500 with 135 of those students enrolled in the Remedial Program.

Funding Source: New York City Board of Education

26. Pacific High School
112 Shermerhorm St.
Brooklyn, N.Y. 11201
Tel. 855-7155

Admissions Criteria: Students must be 16-21 years old and potential or actual dropouts. Many are self-referred, others referred from neighboring Brooklyn high schools, the Board of Education's Suspension Hearing Office, and community agencies.

Program Description: This independent alternative high school is located in a three-story building. The program is divided into four nine-week cycles and is geared to each individual's pace. Students are offered GED preparation, remediation, English as a second language, part-time work study, internships, the Atkins Life-Skills Program (a four-cycle survival class designed to help students choose, find, get, and keep jobs), independent study, a leadership program, and after-school Basic Competency Test tutorial program and innovative classes (Puerto Ricans in New York, bookkeeping, consumer education, art, etc.). Counseling is given on a group and individual basis. For the first and second cycles, each student's attendance and development is monitored by a "buddy" (student in the leadership program).

Funding Source: New York City Board of Education.

27. Satellite Academy for Career Education
Jamaica Satellite
162-02 Hillside Ave.
Queens, N.Y.
Tel. 657-2920

See Manhattan #41 for description.

Non-Board of Education

28. South Brooklyn High School
110 W. 9th St.
Brooklyn, N.Y.
(located in basement of P.A.L. Center)
Tel. 852-3158

Admissions Criteria: Students from John Jay High School zone chronic truants/dropouts; Reading/Math level= above 5.0. No waiting list. Procedure: Contact school, visit to talk with students and educational counsellors to see if it fits with his/her objectives. Fill out forms. Encouraged to return for visits and tests for reading/math.

Program Description: An education program started in September 1980 as a model program for chronic truants/dropouts in the John Jay High School zone in Brooklyn. This alternative high school run by Park Slope programs of the Sisters of the Good Shepherd endeavors to integrate community supportive services into the school to help young people deal with their personal problems. One of the ways this is achieved is through an advisement system with individual and peer group sessions.

Academic program with particular attention to providing remediation for students with difficulties in particular skills. Considerable effort is made to make subject learning relevant to students' lives. The school makes maximum use of community resources and of other Board of Education programs.

Funding Source: Youth Board, New York City Board of Education

29. Canarsie Aware
Canarsie Youth Center
1205 Rockaway Parkway
Brooklyn, N.Y. 11236
Tel. 257-3195

Admissions Criteria: Students must be between the ages of 12 and 20 years old and have a history of truancy, drug abuse, or low achievement. Referrals are made from Canarsie area schools, community agencies, and the Department of Probation. There is no waiting list.

Program Description: This is a highly structured program according to a drug treatment model. Diagnostic testing is done. Students receive intensive remediation and are taught in small classes. GED preparation is offered. Vocational counseling and regular counseling is provided. Students stay 6-24 months; average stay is one year. Ceramic classes are given.

Funding Source: New York State Drug and Substance Abuse Services.

II. Auxiliary Services for High Schools

30. Auxiliary Services for High Schools
65 Court St.
Brooklyn, N.Y. 11201
Tel. 858-8595

Admissions Criteria: Applicants 16-20 can register; however, a waiting list of 1,000 applicants is pending. Referrals are taken from high school counselors, community agencies, DFY, probation officers, YEP and unemployment offices city-wide. There is no reading or math grade requirement. Each applicant is given a form of the Metropolitan Achievement Test and the New York Arithmatic test for assessment purposes.

Program Description: This individualized educational program assists youth in developing from their current level to the point where they can pass the GED. The program also helps youth develop personal characteristics such as appearance, promptness, and proper attitude toward work. No stipend offered.

There are two main components, the Basic Skills and GED, the former handles students reading below 7.5 while the latter helps students attain the High School Equivalency Diploma. In both components, each individual proceeds at this own pace on his own level.

In addition to the above, note: For those students who are interested, the program offers vocational courses on a half-time basis only as follows:

Auto mechanics	Cashiers
Cosmetology	Plumbing
Carpentry	Secretarial
Dog Grooming	Radio, TV & Air Conditioning Repair

Funding Sources: 1. Board of Education
2. Federal - Title I
3. New York State Education Department

III. Project Outreach

31. Bedford Stuyvesant Center
Old Boys High School, 3rd Fl.
832 Marcy Ave.
Brooklyn, N.Y. 11216
Tel. 783-1598/9

32. Bushwick Center
Intermediate School 291
231 Palmetto St., 3rd Fl.
Brooklyn, N.Y. 11221
Tel. 443-9200

(d) Special Education Programs

33. Sterling High School
Clermont & Atlantic Ave.
Brooklyn, N.Y.
Tel. 857-4646/7

Admissions Criteria: Students must be 16-21 years old, certified as emotionally handicapped, and referred to Sterling High School by their district Committee On the Handicapped. This is an all-male school.

Program Description: This Special Education High School provides the academic courses required for a New York City high school diploma, many vocational classes, and psychological and career counseling. Students are also encouraged to participate in one of the several recreational programs offered.

Funding Source: New York City Board of Education.

(e) Work-Related Programs
I. GED Preparation

34. State University of New York
Educational Opportunities Center
470 Vanderbilt Ave.
Brooklyn, N.Y. 11238
Tel. 636-7900

Admissions Criteria: Applicants must meet specific annual income guide lines for admission. (See attached.) No reading or math requirements, except for the GED classes which require at least 7th grade functioning level to complete class successfully. No waiting list.

Program Description: A program of basic education and technical training for educationally and economically disadvantaged people. No stipend offered.
Basic communications skills classes are provided for those who need basic reading and math. High School Equivalency classes and English as a second language are also part of the regular education courses offered. Technical training classes are the more attractive assets and a listing of those are attached.

Funding Source: New York State Education Department, Vocational Education Dept.

35. Job TAP Center
850 Nostrand Ave.
Brooklyn, N.Y. 11225
Tel. 493-9104

Admissions Criteria: Testing is done to determine educational status. Working papers and Social Security card are the only documents needed. Counseling is done before and after applicant has been placed.

Program Description: Job TAP (Testing Assignment and Placement) Center is an agency administrated by the New York City Department of Employment. It services 36 communities in New York City. They help residents in finding employment or CETA job training programs of their choice. Counseling is done on how to get a job, how to go out on an interivew, write a resume and fill out a job application. There is no fee for these services. They also have bilingual staff members to teach those applicants who do not speak English.

Funding Source: Department of Employment

36. Opportunities Industrialization Center
Youth Community Conservation and Improvement Program
139 Menahan St.
Brooklyn, N.Y. 11221
Tel. 574-5472

Admissions Criteria: Youth must be between the ages of 16 and 19 years, a dropout, and CETA eligible to apply. There are no reading or math level requirements and youth can be referred from any city borough. Youth must exhibit some skills or ability to learn construction trades.

Program Description: The Youth Conservation and Improvement Program is a training program located in Bedford Stuyvesant, Brooklyn. The program offers training in construction skills including carpentry, masonry, and plumbing. The program offers a stipend of $3.10 an hour and lasts one year. There is an educational component but it is a minimal program and not well coordinated.

Funding Source: Department of Employment, Comprehensive Manpower Training Program.

37. Community Alliance for Youth, Inc.
66 Essex St.
Brooklyn, N.Y. 11208
Tel. 649-6300

Admissions Criteria: Students must have a 7th grade reading level and math level. Referrals are walk-ins. There is no waiting list. A diagnostic test is given to all students. Students then must meet with a counselor to discuss program goals as well as plans for the future.

Program Description: The program enables students to improve their academic skills and helps to identify their specific learning problems. Individuals who have dropped out of school can receive instruction in courses leading to the high school equivalency diploma. If they are interested in continuing their education to the college level, the program will also help prepare them for college entrance. The Community Alliance also provides counseling, job placement, and business courses.

Funding Source: Department of Employment

MANHATTAN

(a) Junior High Schools

38. The Beta School- Junior High School 99
410 E. 100th St., 5th Floor
N.Y., N.Y. 10027
Tel. 860-5845

Admissions Criteria: There are no reading or math criteria to be met by applicants although applicants must attend District 4 junior high schools or reside in District 4. There is no waiting list.

Program Description: This is one of the district's 15 alternative option programs which have been established in four district 4 junior high schools. It is a highly structured program where intensive remediation is offered to students with academic problems. Counseling is done by program staff and there is an effort to increase parent involvement in educational planning.

Funding Source: New York City Board of Education

39. DOME Project
251 W. 80th St.
N.Y., N.Y. 10024
Tel. 799-9152

Admissions Criteria: The junior high school project at the Dome Project is only open to junior high school age youth in District 3 who are at risk of dropping out or have behavioral problems. The after school and counseling programs are open to all youth.

Program Description: The DOME Project is a multi-service community based organization which operates an alternative junior high school as a part of I.S. 74 with 15 students and four teachers. The school provides a highly individualized setting where students can get remediation in basic skills, plan their own projects, and receive counseling services. The after-school program supplements the school experience by providing tutoring and homework assistance as well as recreational and cultural programs.

Funding Source: New York City Board of Education, New York City Youth Board, VISTA.

(b) Minischools
No programs visited.

(c). Alternative Education Programs
I. Board of Education Alternative High Schools

40. Lower East Side Preparatory School
169 William St.
N.Y., N.Y. 10038
Tel. 227-3017

Admissions Criteria: The population is composed of three different groups of 15 through 21 year olds: (1) students who need language skill development; (2) students in need of basic skill development; (3) students who for a variety of reasons (boredom, truancy, family problems) are looking for a "second chance." Students must have graduated from 8th grade. Students are referred by the community agencies, friends, and Board of Education programs. The Prep has an orientation every Wednesday at 2:30 p.m. Students fill out applications and take a diagnostic test.

Program Description: The program is geared toward each individual's own learning pace. Students receive bilingual instruction, intensive remediation, after-school tutoring, work-study internships, job placement, and some innovative courses (e.g., computer programming, myths and science fiction, legal rights). Prep has an unusual counseling component what works in conjunction with the academic program. Eleven street workers monitor the academic and emotional development of the students. Each street worker has a case load of about 50 students whom he/she follows throughout their stay at the Prep. When necessary, family outreach is done, and referrals are made outside of the Prep on a regular basis. Students are involved in planning their schedule. There is a student government.

Funding Source: New York City Board of Education.

41. Satellite Academy for Career Education (2 sites in Manhattan)
51 Chambers St.
N.Y., N.Y.
Tel. 349-5350

42. 198 Forsyth St. (2nd Floor)
N.Y., N.Y.
Tel. 677-8900

Admissions Criteria: Reading/Math level 5.0. No waiting list but two applications for each space when openings exist. Procedure: Student admission is based upon an individual's desire to come. After contacting the school each students is interviewed by a student committee. Each student and a parent is asked to sign a statement acknowledging their understanding of the Satellite program. Tests for reading/Math levels.

Program Description: The Satellite Academy for Career Education established in 1971 provides an alternative high school education for 700 students at four sites (Bronx- Schomburg Satellite, Stebbins Ave., 3rd Fl., Tel. 542-2700; Chambers St. Satellite- 51 Chambers St., Manhattan, Rm. 150, Tel. 374-1410; Forsyth St. Satellite- 198 Forsyth St., 2nd Fl., Manhattan, Tel. 677-8900; and Jamaica Satellite- 162-02 Hillside Ave., Queenes, Tel. 657-3920) with a coordinator at each school. Although each site has a different emphasis, they share a similar mission: increased academic achievement, emotional growth and development and career exploration and preparation.

Satellite offers young people an individualized academic program with career orientation. Each student has a minimum of one cycle placement in outside agency. Considerable emphasis on meeting individual students' needs.

Funding Source: Board of Education (with Title I funding and a few small corporate grants for special projects).

43. West Side High School*
275 W. 93 St.
N.Y., N.Y. 10025
Tel. 865-3410

*Program is to move to 102nd St. in the near future (PS 179 school site).

Admissions Criteria: There are no reading and math level admissions criteria, no geographic restrictions, and presently no waiting list. Youth are encouraged to contact the school, visit, and talk with other students. They then fill out admissions forms before being screened by a student-run admissions panel. Reading and math tests are given for diagnostic purposes.

Program Description: West Side High School is an alternative high school established in 1972 after considerable parental pressure for an alternative to the large West Side High Schools. The school (roll 300) offers an academic program, but is very attentive to students with problems in basic skills and has a very effective remediation program (dealing with second-third grade skill levels). The program runs on a therapeutic model (with the use of family groups) to remove barriers to learning. The program involves young people in all aspects of the decision-making process.

Funding Source: Board of Education (some Title I funding).

Non Board of Education

44. Harbor Arts Academy
Boys Harbor
1 E. 104th St.
N.Y., N.Y. 10027
Tel. 424-2244

Admissions Criteria: Applicants must read on a 4th grade level and must have dropped out of school or have record of poor attendance. On first appointment. applicant will be required to take the California Achievement Test and go through a preliminary interview.

Program Description: This is an alternative program for dropouts and chronic truants ages 14-16. The goal of the program is to mainstream the students back into high schools, preferably the better schools such as Stuyvesant and Bronx Science.

Courses given are: English, Math, Reading, Science, Social Studies, and Spanish. Three days a week students take Music, Dance, Drama, and Swimming. Each student is eligible for the work-study program after school. They are placed in hospitals and business offices for which they are paid the minimum wage.

Funding Source: Federal Grants and Department of Labor and Employment

II. Auxiliary Services for High Schools

No programs visited.

III. Project Outreach

45. Upper Manhattan Center
Public School #79, 4th Fl.
N.Y., N.Y. 10025
Tel. 662-1000

46. Lower Manhattan Center
Public School 95, 4th Fl.
16 Clarkson St.
N.Y., N.Y. 10014
Tel. 741-2380

See Bronx Section #10 for Program Description.

(d) Special Education

No programs visited.

(e) Work-Related

I. GED Preparation

47. Project Contact
380 Lafayette St.
N.Y., N.Y. 10003
Tel. 982-8130

Admissions Criteria: Youths must be between the ages of 16 and 21 years old and have a history of drug involvement (either past or present). There are no reading or math level requirements but the program will not take non-readers. Youth are interviewed by the social worker and given diagnostic tests by the teachers during intake. If the youth shows some motivation he/she will not be rejected and almost all applicants are accepted.

Program Description: This is an alternative school which prepares youths for the GED exam and provides basic skills and remediation. A stipend of $2.00 a day is offered to all students who attend. There are approximately 30 students on register now.

There are two teachers instructing students in all areas for GED Prep. They are special education teachers provided by the Board of Education and they work individually with each student. There are two classrooms: one for English, reading and writing, the other for math and science. Students attend the program from 9:30 a.m. until 2:30 p.m. Group and individual counseling is an integral part of the program as well.

Funding Source: Community Service Society, Department of Employment, Criminal Justice Coordinating Council, Board of Education.

48. Bank Street Basic Skills Academy
c/o Bank Street College*
610 W. 112 St.
N.Y., N.Y. 10025
Tel. 663-7200, Ext. 366

*Academy located in J.H.S. 54, 108th St. & Columbus Ave.

Admissions Criteria: Student calls to make an appointment; comes to the Academy (108th & Columbus), takes a 15-minute reading screen and Mathematic diagnostic and then is placed in the appropriate program.

Program Description: Basic Skills/GED program for out-of-school youth, 16-22. Originally 5.0 Reading/Math level; now taking students below that level. Particular emphasis on individual development through advisement and career counselling.

Program is integrated around Social Studies themes and in working to improve language arts/math skills; is very aware of the need to relate this to employability and life skills.

Funding Source: Office of Education- Basic Skills, Title II.

49. Wildcat Service Corporation
660 First Ave.
N.Y., N.Y. 10016
Tel. 578-4198

Admissions Criteria: Applicants must be between the ages of 17 and 20 years old, have no high school diploma, and be eligible for, or their families must be eligible for, welfare. At intake they must furnish a Social Security card and a Medicaid card.

Program Description: Wildcat Service Program is a job training/GED program which is funded by the Vera Institute. Youth are paid minimum wage to attend the 9 month Wildcat Program. The program runs throughout the summer. Clients attend training sessions for thr first three months where they work in printing, clerical, maintenance, and various other fields of interest. After three months of training, the client attends a GED program in the morning and training in the afternoon. Hours are from 9:00 a.m. to 5:00 p.m. A job developer tries to find permanent jobs for clients three months before they leave Wildcat.

Funding Source: CETA, Title IV, Vera Institute.

50. Vocational Foundation, Inc.
44 E. 23 St.
N.Y., N.Y. 10017
Tel. 777-0700

Admissions Criteria: Criteria vary according to the different components, but there is a basic reading and math level requirement of 4.0. Youth must be referred by a social service agency or school. There is a waiting list for the GED program and the vocational training program.

Youth must call to arrange an intake appointment. A two-day orientation includes diagnostic testing, a seminar on job readiness, and a meeting with a counselor to discuss which program the youth is interested in.

Program Description: GED-students attend classes for 2-4 hours a day; classes are group-paced, not individually paced. Remedial classes are available. There is a walk-in remedial clinic for all youth.

Vocational program- youth are placed in private schools. Vocational Foundation, Inc. pays tuition and also gives students a stipend of $3.10 an hour. There are 17 different vocational programs available- each has different requirements for admissions (ranging from 7.0 to 9.0 reading level or a GED). The programs offer training for secretaries, dental assistants, mechanics, medical assistants, and drafters.)

Job Placement- youth are placed in available jobs according to their skill level. Monitors follow up on youth's progress for a year after placement.

Funding Source: Department of Employment.

51. Arawak Consultant Corporation
Youth Employment Training Program
1680 Lexington Ave.
N.Y., N.Y.
Tel. 427-7560

Admissions Criteria: Applicants must be out of school at least six months and be CETA eligible. After being interviewed, applicatns must take a form of the California Achievement Test and show a reading and math score of at least 7th grade level. Most clients are referred through Job Tap Centers and other community organizations.

Program Description: This is a job preparation program offering youth opportunities to develop office skills and the ability to repair typewriters. Basic skills in reading and math as well as GED training are also a feature of this program.

There are classes in typing, word processing, basic English, math, reading as well as preparation for the GED exam. Very strict behavior and dress codes must be adhered to as preparation for meeting job market expectations. A Job Developer finds jobs for most students in the program.

Funding Source: Department of Employment

II. Non-GED Programs

52. Mutual Aid Project
330 W. 42 St. , 2nd Fl.
N.Y., N.Y. 10036
Tel. 349-8155

Admissions Criteria: Very careful interviewing and screening is done to determine what the prospective participant's interests and future goals are. One is screened out if he or she is not sure that the field of food service is one they'd like to pursue. One must read and do math on a 4th grade level to be accepted. Referrals are taken from private industry, TAP centers and special interest agencies.

Program Description: This is a food service training center for CETA eligible adolescents 17 years plus and young adults. The 24-week program gives its participants hands-on experience in cooking, kitchen mechanics and table waiting.

The basic skills class offers participants reading and math development relating to the kind of reading and measuring needed to follow directions of recipes and cook books. A peer teaching approach is used.

Funding Source: MAP and private industry.

53. Youth Employment and Training Program (YETP)- Main Office
198 Forsyth St., Rm. 312
N.Y., N.Y. 10002
Tel. 260-4560

Admissions Criteria: Youth must be 14 to 21 years old, attending schools which have the YETP program, and CETA eligible. There is often a waiting list.

Program Description: A part-time youth employment program which provides youth with paid work experience and career counseling. Worksites are at both private and public agencies. Youth must contact the YETP counselor assigned to his school or call the main office to apply.

Funding Source: Department of Employment

(f) Other Support Service

54. Cities In Schools- Julia Richman High School
317 E. 67 St.
N.Y., N.Y. 10021
Tel. TR9-6866

Admissions Criteria: Students are referred through Julia Richman High School and must be considered "at risk," truants, behavior problems, juvenile delinquents or juvenile offenders. There is a waiting list.

Program Description: As part of the students' daily school schedule, this program provides individual and group counseling and remedial services in the CIS Learning Center. Students are also referred to social services they or members of their family may need as counselors attempt to help them maintain themselves in school and improve social or family problems they have.

Funding Source: Federal Government, Department of Health, Education & Welfare.

55. Computer Based Educational Opportunity Center
The City University of N.Y.
(Main OFfice) Office of Admission Services
101 W. 31 St.
N.Y., N.Y. 10001
Tel. 868-6234

Satellite: City College, Baskerville Hall
140th St. & Convent Ave., N.Y.C.
Tel. 281-2333
Mr. Fred Nicholson, Counselor

This is a clearing house for information on education and career alternatives. Data is stores in the City University's computer at the above address. From there the data is sent to a network of computer centers at which print-outs help counselors and clients to decide which are the best educational opportunities and career choices available. Information on the computer is up-dated quite frequently.

There are several sub-systems on the computer and they are as follows:

1. Educational Bank- has descriptions of educational programs, financial aid available, age requirements, educational requirements, day/evening hours, stipends allowed, etc. Over 3,200 educational and vocational programs are on this data bank.

2. Agency Bank- Contains a list of agencies, addresses, service requirements, accreditation, services and special programs offered and financial aid available available to clients.

Information can also be obtained on over 300 Day Care facilities throughout the city.

An occupational description bank is adapted from Occupational Outlook Handbook, giving definitions of jobs, educational requirements, working conditions and types of activities involved. Salaries and employment outlook plus advancement opportunities are also in this book.

A financial aid matching bank will also match a client's specific needs with the characteristics of the financial aid programs on file.

56. Preventive Probation Program
Puerto Rican Family Institute
N.Y., N.Y. 10011
Tel. 924-6320

Admissions Criteria: The eligibility requirements for this program are: (1) the family must reside in Manhattan; (2) the youth must be known in family or criminal court; (3) placement is a possibility for the youth; (4) both youth and parent want the agency's services.

No completion of grade or schooling is required; however, adolescents must attend and cooperate with counseling staff and instructors. Program reports are submitted regularly to the probation officer with recommendations given by the program's staff.

Program Description: The program is located in 14th St. between 6th and 7th Avenues and is one of five programs that is run under the auspices of the Puerto Rican Family Institute also at this location.

The programs offer counseling and supportive services to Hispanic youth 7-19 years old. They may be exhibiting behavior problems (truancy, running away), are PINS (Persons In Need of Supervision), or juvenile

delinquents for whom placement is expected. The services are provided for the total family.

There is one teacher who offers basic skills and English as a second language to youths and adults on an as-needed basis. Youths are first tested by the teacher using the Stanford Achievement Test and then provided services or referred elsewhere depending on test results and the youths' needs. The program can function as an after-school support system or a full-time basic skills class for youth not attending school. A tutor is also available for supportive services.

Funding Source: The Prevention Probation Program is funded by Special Services for Children of the Department of Social Services of the City of New York and the New York City Youth Board. It was originally a demonstration project funded by the Law Enforcement Assistance Administration through the Criminal Justice Coordinating Council of New York City.

57. Grand St. Settlement
80 Pitt St.
N.Y., N.Y.

Admissions Criteria:

Program Description: Job preparation program for 17 years and over. This is a multi-service center, one component of which is a job preparation program to train for and share experiences on job search, interviewing, and how to keep a job. Participants spend two hours with one counselor in a group discussion and receive tips on job hunting. Some training is offered on techniques of business telephone usage. A typing class is offered to those who are interested.

Funding Source: Private funding

58. Empire State Coalition Emergency Shelter
69 St. Marks Place
N.Y., N.Y. 10003

Admissions Criteria: Participants must sign a contract stating that they will cooperate with the staff and abide by the rules. The shelter does not accept individuals who act out, have severe mental retardation, or persons with a bank account exceeding $100.00. They can stay at the shelter as long as they wish.

Program Description: This is an emergency shelter for boys who are homeless, have no money or no kind of living arrangement. The program services 30 homeless males at a time, giving them three meals a day, clothing, and housing. There is a recreation area and a small classroom where they are tutored in small groups. Counseling is done on a one-to-one basis. The emphasis of this program is preparing youth to become independent and to develop career plans.

Funding Sources: Private sources.

59. Childrens Art Carnival
62 Hamilton Terrace
N.Y., N.Y.

Admissions Criteria: Applicants are carefully interviewed and must show a very strong desire for and be willing to make a committment to the workshops of their choice.Students are accepted on the basis of their genuine desire to learn the skills offered. There are no reading or math grade level requirements, No stipend is offered.

Program Description: This is a career training workshop in visual and communication arts. It is open to youth ages 16 to 21 who are either presently in school or to out-of-school youth. Students can take evening workshops in photography, music, compositio, lettering, creative writing, silk screen, and graphic design.

Funding Sources: Federal Basic Skills Grant, Title II

QUEENS

(a) Junior High Schools
No programs visited.

(b) Mini Schools

60. SPARK
Andrew Jackson High School
207-01 116th Ave., Rm. 339
Cambria Heights, N.Y. 11411
Tel. 978-1828

Admissions Criteria: Students are recruited by the SPARK counselors, or are referred by the high school's guidance counselors, assistant principal, and themseleves. There is a periodic waiting list. Students must be considered potential dropouts.

Program Description: The program consists of a mini-school for freshmen and a counseling program for 10th and 11th grade students who need extra guidance support or "someone to talk to or a place to go." Freshmen take five classes a day together and receive counseling in an individual and/or group basis. Basic skills are emphasized. SPARK counselors monitor their students' emotional and academic progress and attendance. After the freshman's first term, he/she remains in contact with a SPARK counselor on a regular or casual basis and is gradually mainstreamed by eliminating the number of classes he/she takes with his/her group. The other part of the SPARK program provides crisis intervention and prevention counseling to sophomores and juniors on a group and/or individual basis.

Funding Source: New York State Drug and Substance Abuse Services.

61. The Academy
Andrew Jackson High School
207-01 116th Ave., Rm. 104
Cambria Heights, N.Y. 11411
Tel. 528-1426

Admissions Criteria: This program is for potential dropouts and truants who have completed the 9th grade. Most of the students are behind in basic skills. Students are referred by Andrew Jackson's Guidance Counselor but many students refer themselves. Students voluntarily attend the Academy. There is a waiting list.

Program Description: The unstructured mini-school, with three full-time teachers, is located in the high school in a fairly large room where the majority of the learning takes place. The classroom is partitioned off so that students who are not attending class have a meeting place. Students take courses at the mini school that range in topics from Parenting, Black Voices, Law and Justice, to basic reading and math. The school year is separated into six 6-week cycles, but students are allowed to take courses in the high school. Students are evaluated at the end of the year. Students progress as they gain credits. There is no formal counseling but students are referred to outside agencies. Anyone who is not on an 8th grade reading level must take reading once a day. Students have their own government,

choose their own classes, and do independent studies.

Funding Source: New York City Board of Education.

(c) Alternative Educational Programs
I. Alternative High Schools

62. Middle College High School
31-11 Thompson Ave.
Long Island City, N.Y. 11101
Tel. 626-8596

Admissions Criteria: Ninth grade students are referred to Middle College by counselors from junior high schools in District 24 and District 30. An interview of the student and his/her parent by students of Middle College is also required. Students must be reading and performing math on a 6.0 level or above.

Program Description: The alternative high school, Middle College, offers a unique ungraded, three-cycle, individualized program where students can take high school and college courses while sharing LaGuardia College's modern facilities and attending high school at the college. Personalized, intensive assistance in basic skills and unpaid work experience in apprenticeship are offered in the 10th grade. Basic liberal arts or business curricular and work experience internships are introduced in the 11th and 12th grades. Internships can be in four fields of interest: Business Technology, Human Services, Liberal Arts, and Science. Students can receive college and high school credit simultaneously.

Funding Source: New York City Board of Education

II. Auxiliary Services for High Schools

63. Auxiliary Services for High Schools Learning Center
Beach Channel High School
100-00 Beach Channel Drive
Rockaway Park, N.Y. 11964
Tel. 945-6900

Admissions Criteria: Students must be 16 years or older and out of school at least one year. There are no reading, math, or geographic restrictions. Students either refer themselves or the centers' administrator gets referrals from community organizations (Churches, community school board, social service agencies, etc.).

Program Description: This auxiliary program offers academic diagnosis, basic skills remediation, pre-GED classes, and GED classes. Each student progresses at his/her own pace and is given individual lesson exercises. Students are monitored and guided by teachers and paras every night. When given orientation, each student is introduced to the vocational counselor. Many of the students are also given academic guidance. Many of the teachers are also counselors, yet the program is not counselor-oriented. The program is open four nights a week, 6:15-8:30 p.m.

Funding Source: New York City Board of Education, New York State Education Dept.

64. Jamaica Learning Center
162-02 Hillside Ave.
Jamaica, N.Y. 11432
Tel. 739-2100

Admissions Criteria: Students must be 17 years old or older and if under 18 they must have a formal discharge letter from their previous school to be accepted. There are no reading and math level requirements and the program is open to residents of all boroughs. Most applicants are self referrals. The impartial hearing office at the Board of Education does refer some students but parents must approve of placement.

Program Description: This is a GED program which also provides basic remediation, English as a second language (ESL), and tutorial services. Students are tested in English and math and are placed according to their skill level. The program runs three sessions: Morning, afternoon, and evening. There is a two to three month waiting list for the day time sessions.

Funding Source: New York City Board of Education, New York State Education Department.

III. Project Outreach

65. Queens Center
The Lincoln School, P.S. 23
138-11 35th Ave.
Flushing, N.Y. 11353
Tel. 463-3111/2

See Bronx Section #10 for Program Description.

(4) Other
New York State Education Department

66. Adult Basic Skills Program (York College)
90-40 150th St.
Jamaica, N.Y. 11435

Admissions Criteria: Students must be 17 years or older. There is no specific criteria regarding reading and math levels. Students reading above 7.0 will most probably be placed in GED prep and others placed in basic skills or English as a second language class, depending on their needs. There is no waiting list and the program serves approximately 300 students a year. Most referrals are self-referrals.

Program Description: This program provides basic skills, GED preparation, and English as a second language. The program is designed to handle primarily non-English speaking students. Counseling is also an important part of the program.

Funding Source: New York State Education Department

(d) Special Education High Schools

67. Hillcrest High School
HC-30 Special Education Program
160-05 Highland Ave., Rm. 352
Jamaica, N.Y. 11432
Tel. 658-1658

Admissions Criteria: Youth must be 16 through 21 years old, classified as handicapped and needing HC-30 class for brain damaged persons. Students are referred by their district COH. Their parents must agree to their placement. Students who are referred are usually accepted.

Program Description: Like Hillcrest High School the HC-30 class emphasized business skills. The staff uses the students' Individual Educational Plan as a launching pad in developing a "core special education program." Students are tested in math and reading when they enter the program. Depending on each student's acadmeic level the staff tries to zero in on their weaknesses and place the student in the appropriate special education classes. All HC-30 classes are modeled after Hillcrest High School classes in order for students to receive credit and graduate from Hillcrest. HC-30 classes range in topics from biology, consumer math, struggle for democracy, auto mechanics, building maintenance, woodworking, money management, to individualized math and reading. Peer tutoring is done in most of the HC-30 classes.

Funding Sources: New York City Board of Education

(e) Work Related Programs
I. GED Preparation

68. Council for Airport Opportunity, Inc.
In and Out of School Programs
160-16 Jamaica Ave., Rm. 805
Jamaica, N.Y. 11434
Tel. 526-3343/3504

Admissions Criteria: The In School Program serves 16 through 21 year old students who are enrolled in any high school. Student must meet CETA eligibility criteria and have a fairly good school record.

The Out of School Program serves 16 through 21 year old dropouts who meet the CETA eligibility criteria and score at least 8.5 on a reading and math test which is given upon intake.

In and Out of school youth are referred through schools, social services, juvenile justice agencies, churches, media and by word of mouth. Students are accepted throughout the year. Youths must: (1) fill out an application at the Council; (2) provide school records; (3) provide the appropriate income statements. Out of school students must be tested at the Council and score at least 8.5 in either math or reading.

Program Description: Both programs provide GED preparation and vocational training through work experience. Each program provides a stipend of $3.10 an hour although the In School Program pays youth for two hours of work a day and the Out of School Programs pays youth for 8 hours a day. Counseling is an integral part of each program with the goal of helping youth make good career and social decisions.

Funding Source: Department of Employment, New York State Education Department.

(f) Other Support Services

69. A Way Out
41-14 27th St.
Long Island City, N.Y. 11101
Tel. 784-0200

Admissions Criteria: Youth must be 13 years or older, current drug abusers (youth and adults who have at least tried soft drugs once), truants, high school, and junior high school dropouts, or poly-drug abusers. They must reside in Queens. Referrals are made by school guidance counselors, probation officers, the courts, social agencies, and from youth themselves. There is an occasional waiting list. The initial appointment must be made with the youth and the youth's parent.

Program Description: The structured day service program serves up to 45 13-18 year olds from 9 to 5, monday through Friday. All clients are enrolled in the program's school. Three special education teachers teach small individualized classes that are geared toward each youth's learning pace. Youth receive credit for their academic work. They do not have to be certified through the Committee On the Handicapped. Clients receive intensive remedial help if they need it. More advanced and innovative classes are taught. The main emphasis of the program is on counseling and assisting the youth to take responsiblity for his/her actions. The program works to develop a consistent follow-up line of communication with all concerned parties, counselors, teachers, and referral agents to monitor the youth's progress. The day service program refers youth back to school, to job training programs, and other appropriate placements when the staff feels he/she is ready.

Funding Source: New York State Drug and Substance Abuse Services.

70. Training For Life
10-15 49th Ave.
Long Island City, N.Y. 11101
Tel. 937-6177

Admissions Criteria: Youth must be designated mentally retarded, with an I.Q. of 75 or below. Youth must reside in Queens.

Program Description: This home training program is designed to meet the needs of the mentally retarded population. The program responds to the concerns of each family and encourages their involvement with all aspects of the retarded person's development. Assistance is provided in the form of skills training and support, recreation and socialization programs, education, referral and advocacy services.

Funding Source: Catholic Charities.

STATEN ISLAND

(a) Junior High Schools

No Programs Visited

(b) Mini Schools

71. The Skills Center
Curtis High School
Hamilton Ave.
Staten Island, N.Y. 10301
Tel. 447-8825

Admissions Criteria: Principals from Intermediate School 61 and Junior High School 49 are asked to identify all their students who will be transferring to Curtis High School who are reading at least one year below grade level. The Skills Center staff then go to these schools to diagnose the identified students and give them an orientation to the Skills Center. When the students transfer to Curtis High School they then enter the program. Students reading below grade level already at Curtis High School may also attend.

Program Description: This innovative remedial reading and writing program is geared toward each individual's pace. Nurtured by Curtis High School and Staten Island College teachers, the center combines teaching with in-service training and the development of criterion-referenced teaching materials. Placement is done on the basis of the intake diagnosis. Classes are categorized by the skill needs of students. There are four class levels. Each student takes one center class a day. Some of the center's objectives are to have students write quickly and without inhibition, to "edit out" 80% of their mistakes, and to be able to fluently read aloud from the New York Times. Simultaneously, students learn about themselves. The center provides informal counseling and video is used to give both teachers and students feedback on their classroom behavior and to help students and teachers understand each other.

Funding Source: Staten Island Cooperative Continuum of Education New York City Board of Education, New York State Education Department.